DOCUMENT RESUME

ED 373 927 RC 019 421

TITLE	ICLIS: A Model for Extending Knowledge to Residents in Rural Communities. A Planning Workbook.
INSTITUTION	Utah State Univ., Logan.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	[92]
NOTE	145p.; A product of the ICLIS (Intermountain Community Learning and Information Services) Project.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Access to Information; *Community Information Services; Community Surveys; *Computer Networks; *Distance Education; Elementary Secondary Education; Higher Education; Land Grant Universities; Library Development; Program Descriptions; *Program Development; Public Libraries; Rural Areas; *Rural Education
IDENTIFIERS	*Intermountain Community Learning Info Serv; United States (Intermountain West)

ABSTRACT

The Intermountain Community Learning and Information Services (ICLIS) project was begun in 1985 to provide rural communities in Colorado, Montana, Utah, and Wyoming with greater access to information and educational programming. Computer centers were housed in nine rural public libraries to provide services related to literacy, career guidance, distance education, children's programming, and information sources for community businesses and medical professionals. The first section of this guide (components of ICLIS: Building a Partnership) describes steps, objectives, and tasks involved in planning an ICLIS project, including building a foundation, assessing community needs and interests, proposing and refining ICLIS project goals and objectives, designing a project plan based on goals and objectives, and formulating administrative and evaluation plans. This section also describes technical services available through ICLIS to land grant universities and public libraries concerning program development and implementation. The second section (ICLIS--Round 1) profiles ICLIS programs in the nine communities, including size of the community, distance from the nearest university, number of years using the ICLIS model, status of the community specialist, and status of the ICLIS Learning Resources Center. This section also includes vignettes from community members describing the impact and advantages of the programs. The third section (ICLIS-Round 2) includes recommendations for future programs, suggestions for advertising, and possible sources for program funding. The guide also includes contacts and resources for program development, program evaluation questionnaires, and a community interest inventory. (LP)

ED 373 927

ICLIS

A Model for Extending Knowledge to Residents in Rural Communities

A Planning Workbook

Premise: "More and more, updated information is needed to make viable decisions."

RC019421

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Acknowledgements

Although many individuals have contributed ideas, time and talent in the preparation of this *ICLIS Guidebook for the Project Development and Implementation*, the ICLIS State Leaders wish to acknowledge the special contributions of the following individuals to the preparation of these resources:

Donna Whitson and Denise Sharp of the University of Wyoming provided leadership in pulling together the primary resources of this manual and materials. Denise Sharp edited and wrote an initial draft of the project, pulling together materials produced by each of the states to provide the reader and user a helpful guide to the development of projects in other communities, states or regions in the United States. Zeta Walling provided excellent secretarial support for the first draft.

Special acknowledgement goes to Evelyn Lawrence, Sheldon Yamasaki, Amy Owen and Tanya Jarvis at Utah State University. Evelyn Lawrence demonstrated her talents as a writer and editor for the *Guidebook* and a writer of the video modules which accompany the manual. Sheldon Yamasaki, together with two student assistants, traveled to the community sites to document and produce the video modules. Amy Owen, State Librarian for Utah and National Librarian of the Year, has also critically read and commented on the information in this manual. Finally, Tanya Jarvis used her tremendous reservoir of talents to produce a well-designed and readable guidebook.

Finally, Peggy Nixon, who has been the Administrative Assistant for the ICLIS project, deserves special recognition for her dedication and service to the project since 1985. Peggy, in fact, demonstrates the optimism shown by the project and has been a primary linkage between the states and communities. Her work and insight guided this manual and the video tapes to their conclusion.

Although the people named above have provided the most direct contributions to the production of this *Guidebook*, this manual is dedicated to the ICLIS Community Specialists in the four Intermountain states who provided the community leadership that is documented within this manual. We would like to express thanks to Dr. Bryan R. Spykerman, who served as ICLIS Project Director at the Multistate Office, for his commitment and service. We also recognize the staffs of the state libraries who have dedicated themselves to improving access of residents to informational and library resources. Names of these dedicated ICLIS supporters are found throughout this manual, especially in the appendices section.

Glenn R.Wilde, Project Director & State Leader, Utah
Charles O. Neidt, State Leader, Colorado
Kim Obbink, State Leader, Montana
Richard C.Haycock, State Leader, Utah
Keith M. Cottam, State Leader, Wyoming

A Special Thanks to the Community Specialists

Niki Mott :	Craig, Colorado	Dale Edwards:	Price, Utah
Joy Dellis:	Craig, Colorado	Wally Goddard:	Vernal, Utah
Ed Nickel:	Meeker, Colorado	Brett Dearman:	Vernal, Utah
Pat Janes:	Meeker, Colorado	William Jolley:	Vernal, Utah
Nansu Roddy:	Hamilton, Montana	Nora Kingrey:	Douglas, Wyoming
Karen Locke:	Libby, Montana	Bill Vasey:	Rawlins, Wyoming
Lea Ripl[illegible]	Libby, Montana	Judy Aten:	Rock Springs, Wyoming

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Foreword

What do you do if you live in any one of the thousands of small rural communities scattered across the United States and you want more education? ... Or, what if you are a doctor, a veterinarian, a farmer, a mining official, and you want quick access to information that could make a difference to your patient or to your livelihood? Or perhaps, the job you had is no longer there because of drastic changes in the economy, and you need retraining. What do you do?

The problem: Not enough sources of information available in rural communities.

The challenge: Find a variety of ways to meet the needs for information and education in those small, often isolated areas.

The solution: Develop a system that can deliver the much-needed information and education to residents in rural communities.

The ICLIS model embodies methodologies for providing the solution -- through utilizing telecommunications and information technology, i.e., microwave, satellites, and computers.

Presented here is a workbook for the potential user of the ICLIS model. Included are the following:

1. The ICLIS model and how it works
2. Recommendations for revamping ICLIS projects to meet future adoption and adaptation
3. A list of resources and references

ICLIS: A Brief History

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

ICLIS: A Brief History

Dispersed across the 430,000 square miles of mountain, desert, and open range of Colorado, Montana, Utah and Wyoming live some 55 million people. Educating these rural populations is an important charateristic of a land-grant institution in each of these states, namely: Colorado State University, Montana State University, Utah State University, and the University of Wyoming. Representatives from these four universities and the four state libraries met in 1980 to discuss providing education and information to remote intermountain communities. They focused on how new computer and telecommunication technologies could better accommodate the requirements of this multi-state region.

The Intermoutain Community Learning and Information Services (ICLIS) project emerged in late 1985 as a multi-faceted partnership between public and private enterprises. Funded by a major $2.7 million grant from W.K. Kellogg Foundation, Battlecreek, Michigan, ICLIS has been a four-year pilot project aimed at transforming rural community libraries into dynamic education and information centers.

During the four years, the ICLIS Multistate Office, located on the Utah State University campus in Logan, provided the technology assessment and network development leadership to promote resource sharing. This multistate office coordinated with state offices located on the campuses at Fort Collins, Colorado; Bozeman, Montana; and Laramie, Wyoming. The state libraries were involved as well: Colorado State Library, Denver; Montana State Library, Helena; Utah State Library, Salt Lake City; and Wyoming State Library, Cheyenne.

A total of nine Community Learning and Information Centers were established in the rural communities: Meeker and Craig in Colorado; Hamilton and Libby in Montana; Vernal and Price in Utah; and Douglas, Rawlins and Rock Springs in Wyoming. Douglas was chosen as one of the original sites in Wyoming, but was later closed. Upon closure of the Douglas ICLIS Center, a center was established in Rock Springs, Wyoming, to complete the four year grant. By 1992, three remained as viable, self-sustaining centers: Vernal, Craig, and Hamilton. Other sites had integrated ICLIS innovations into their ongoing operations. (See sections on "Community Profiles" and "Community Vignettes.")

For those involved with the ICLIS Project, the main concern was to provide "education and access to information" in a timely manner to the rural population. ICLIS was designed to "address real up-to-the minute problems faced by individuals and businesses in remote, often economically depressed communities." With the knowledge that 25% of the nation's population reside in rural areas, those involved with ICLIS were determined to improve the education and information needs of those communities selected to participate in the pilot program.

In late 1990, the ICLIS project received a second grant from the W.K. Kellogg Foundation to compile a planning workbook which can be utilized to assist others in development of a similar project.

The purposes of this workbook are: (1) to document the conceptualization, implementation, evaluation, and future of the ICLIS project; (2) to highlight the major steps other states or regions might follow in replicating or adapting the ICLIS model in their efforts to improve and enhance the education and information services and resources available to the residents in their rural communities; and (3) to provide the user with a comprehensive listing of resources and references.

The workbook provides a brief history of the project by tracing the evolution of the ICLIS model from conceptualization to implementation. Highlighted are the major accomplishments throughout the project's four-year duration. The workbook shares the lessons learned, and changes and adaptations incorporated along the way as the project's present and future status is reviewed. The workbook enables the reader to develop an understanding of and appreciation for the ICLIS experience.

With the publication of this planning workbook, it is anticipated that ICLIS's ultimate goal of improving the quality of life for rural residents in the Intermountain region of the United States can and will be extended to other parts of the country. Although the ICLIS model is by no means the only solution to the problem of how to extend and enhance information and education resources to rural America, the model is well worth serious consideration. However, the success of any future versions of the ICLIS experience extends well beyond the effective use of this workbook. Instead new goals and objectives will be set in the minds and spirits of the "second-generation" of ICLIS believers who dare to continue to promote the viability of the fundamental concepts undergirding the ICLIS model.

The Challenge

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

The Challenge

"The Age of Information" is a term used to describe the 1990s. In preparation for a dynamic, multi-dimensional new century, no one wants to be left behind. And everyone deserves, at least in theory, the right to access information and training in order to be equipped to meet the challenges of the twenty-first century.

Those who do have information will need to be innovative in their methods of sharing information with the millions of people around the world who may depend on access to that information for their very survival.

In the four states chosen -- Colorado, Montana, Utah, and Wyoming -- some 55 million people live across an expanse of 430,000 square miles. Many of the communities are small (10,000 or smaller). Many are hundreds of miles from the nearest college or university. And yet many of the residents in these isolated communities are hungry for education ... they want the knowledge that can truly make a difference in their lives.

The ICLIS model is designed to provide that knowledge.

The challenge is to find a way to use the fantastic technology that is available in order to meet the **need** for knowledge.

Components of ICLIS: Building a Partnership

Components of ICLIS:
Building a Partnership

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

Components of ICLIS: Building Partnerships

The Planning Process:

The planning process is perhaps the key element in any project. And to make the planning process work requires the cooperation and involvement of all the players. "Partners" working together can make things happen.

The ICLIS model is set up to involve several potential partners:

- Project Director
- Support Staff
- Project State Leaders
- State Librarians
- Community Library Leaders
- ICLIS Community Specialist
- Community Government

With these key individuals involved from the beginning, partnerships are created to insure the success of services provided through the ICLIS model.

During the 1985-1989 project, ICLIS used the IBM planning process as the foundation model. Each state was free to adopt and adapt the process to their specific needs. While this model may be useful to future ICLIS sites, its process is not absolute, and its use is not required for the development of an ICLIS project.

A review of the ICLIS project development process reveals that it consists of three major phases -- (1) planning, (2) implementation, and (3) evaluation. As can be seen on the ICLIS model, the development process operates in a closed environment that moves in a circular direction, with each phase leading into the next. Each phase is composed of a series of processes and outcomes. The planning phase consists of six basic processes or steps:

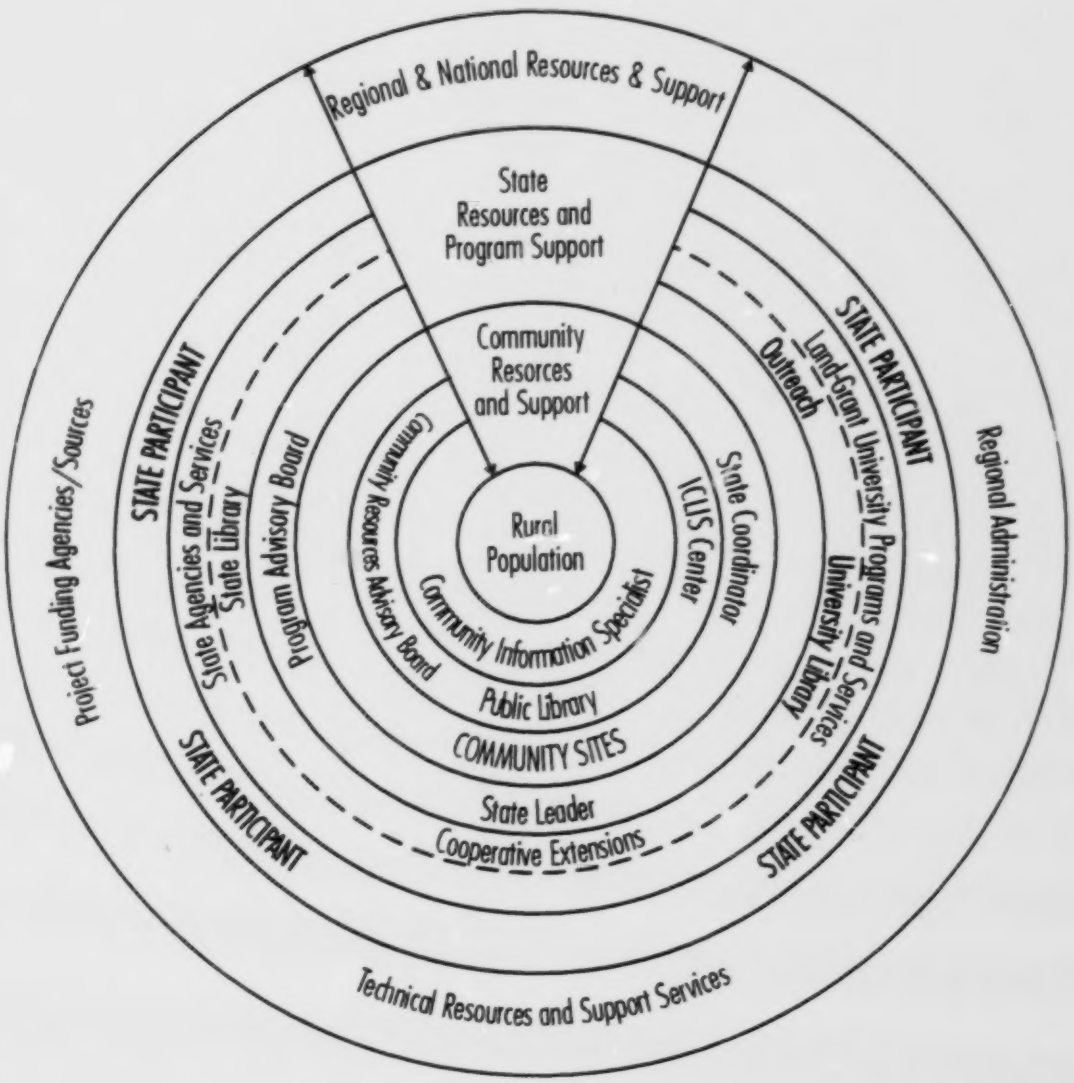
- Building the Foundation of an ICLIS Project
- Assessing Community Needs and Interests
- Proposing and Refining ICLIS Project Goals and Objective
- Designing a Project Plan Based on Goals and Objectives
- Formulating an Administrative Plan
- Developing an Evaluation Plan

The outcomes for these steps are commitment and direction, information, broad ideas, and specific methods. The commitment arising out of the first step of the planning phase defines the entire process. The implementation phase results in action, while the third phase, evaluation, addresses measurement and the appraisal of results -- leading to changes and new ideas.

As the overview of the ICLiS experience suggests, the concepts underlying the ICLIS project are relatively simplistic; however, the translation of those concepts into reality is a more complicated matter. The ICLIS model illustrated on page 17 evolved out of the experience and shares the same dualistic characteristic. This model offers a theoretical framework for improving the development and delivery of educational and informational services to rural communities through the effective and efficient applications of distance learning technologies. As can be seen, this task involves the cooperative development of a network of Community Learning and Information Centers housed in rural public libraries throughout a given geographic region, e.g., a single state or multistate area. Inherent in this development is the cooperative effort required of land-grant universities, state libraries, community libraries, and other public entities as well as the private sector to strengthen and share the resources support essential to the meeting of rural needs.

After reviewing the entire planning process, the user can then determine which aspects, if any, of the ICLIS Project Planning Process can and should be adopted or adapted.

The ICLIS Project Model



The Six-Step Approach

This section takes the reader through a detailed outline of the six steps of the planning process. A standardized worksheet, with plenty of white space for making additions or notes, has been adopted for presenting each step. Specifically, the worksheet format begins with a statement of purpose, followed by a listing of the step's primary objectives, any tasks and subtasks associated with those objectives. Blank worksheets are included.

The Six ICLIS Planning Steps

- Building the Foundation of an ICLIS Project
- Assessing Community Needs and Interests
- Proposing and Refining ICLIS Project Goals and Objectives
- Designing a Project Plan Based on Goals and Objectives
- Formulating an Administrative Plan
- Developing an Evaluation Plan

Step 1

Building the Foundation of an ICLIS Project

Purpose

To provide a comprehensive description of the preliminary planning that must take place in the development of an ICLIS project.

Step 1 Building the Foundation of an ICLIS Project

PRIMARY OBJECTIVE	TASK	SUBTASK
1. Determine the feasibility of developing an ICLIS project	1. Assess the community development needs of the rural regions within the state in terms of information resources and education	a. Develop an assessment plan by which this data can be obtained
		Analyze the available data
		b. Identify the primary organizations that deliver information and educational services to residents of rural communities
		Identify the characteristics of the clients primarily served by each organization
		Identify the types of services provided by each organization
		Identify how the services are delivered by each organization
		c. Determine if the state could benefit from an enhanced information and education delivery system
		Determine if the quality of life in the state's rural communities would improve with an enhanced information and education delivery system
		d. Become knowledgeable about the ICLIS model

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
		Investigate alternatives to the ICLIS model
		Compare and contrast the ICLIS model to other viable alternatives
		e. Seek sponsorship for a statewide meeting
		Invite representatives from key organizations in the state, in particular, the land-grant university (its library, cooperative extension service, continuing education, etc.), the state library and the state library association
		Present the ICLIS model, ideally by ICLIS representatives
		Discuss the potential benefits, costs and commitments of adopting the ICLIS model including the projected impact on participating communities, the state library, and land-grant university
		Determine if the group wishes to pursue the matter further
		Establish an ICLIS Project Planning Team composed of representatives from organizations making an initial commitment

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
		Outline the mission, objectives and functions of the planning team
2. Develop an "Organizational Profile" on each state-level organization interested in participating in the development of an ICLIS project	1. Determine how the data for the profile will be collected	
	2. Define the organizational context of each state-level organization	a. Delineate the internal structure in terms of ICLIS Project Planning Team representatives, communication, authority, responsibility, power base, etc.
		b. Identify organizational goals
		c. Identify aspects of the organization's history which might have an impact upon the ICLIS project
		d. Delineate the organization's mode of operation in terms of staffing, financing, services provided, etc.
		e. Determine the organization's relationships to other organizations serving the same clients
		f. Attempt to ascertain the "political" climate within the organization

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
	3. Identify any organizational constraints which might have impact upon the organization's ability to participate in the ICLIS project	a. Identify any financial constraints
		b. Identify any physical/geographical constraints
		c. Identify any philosophical constraints
		d. Identify any state constraints
		e. Identify any political constraints
	4. Delineate the boundary and other characteristics of the client system served by each organization	a. Identify the demographic characteristics
		b. Delineate the geographic distribution
		c. Identify possible barriers to participation in an ICLIS project by this organization's clients
		d. Identify possible motivational orientations of this organization's clients
	5. Compile any other pertinent information about the organization	
	6. Incorporate data into "Organization Profile"	

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
3. Select ICLIS sites/communities/partners	1. Obtain sponsorship if necessary	
	2. Establish procedures/criteria for site selection	
	3. Solicit participation from eligible communities	
	4. Conduct community inventory assessments of interested communities	
	5. Analyze the structure, climate and constraints of each community organization identified as a potential participant in the development of a community ICLIS project, in particular, the public library	a. Define the organizational context of each community organization in terms of internal structure (communication, authority, responsibility), organizational goals, organizational history, mode of operation (staffing, financing, services provided), relationships to other organizations serving the same clients
		b. Identify any organizational constraints, in particular -- financial, physical/geographical, philosophical
		c. Delineate the boundary and other characteristics of the client system served by each organization in terms of demographic characteristics, geographic distribution, possible barriers to participation by clients in an ICLIS project, and possible motivational orientations of clients

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
	6. Conduct one or more visits to interested communities	
	7. Make final selection of ICLIS sites/communities/partners	a. Develop community profiles for each interested community which incorporates/summarizes data collected
		b. Review selection criteria and community profiles
		c. Rate each community based upon established criteria
		d. Notify selected and alternate communities
	8. Expand the ICLIS Project Planning Team to include representatives from each selected site/community	a. Determine the number of representatives from each selected site/community to be added to the ICLIS Project Planning Team -- minimally two -- head librarian, library board member, other
		b. Notify these new members of their responsibilities as ICLIS Project Planning Team members
		c. Schedule a meeting of the expanded ICLIS Project Planning Team for the purpose of designing a preliminary ICLIS organizational framework

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
4. Design a preliminary ICLIS organizational framework, goals, objectives and operational budget for completing the planning process	1. Review all organization profiles	
	2. Draft preliminary ICLIS organization framework	
	3. Revise as necessary preliminary goals and objectives of the ICLIS project	
	4. Draft an operational budget	
5. Solicit the financial support of one or more corporate partners or agency sponsors for completing the planning phase of the ICLIS project if not already in place	1. Identify potential partners and sponsors including participating organizations	
	2. Develop an "invitation" for support which would include the preliminary ICLIS organization framework, goals and objectives, and operational budget	

Notes:

Worksheet: Building the Foundation of an ICLIS Project

PRIMARY OBJECTIVE	TASK	SUBTASK

Notes:

Step 2

Assessing Community Needs and Interests

Purpose

To develop a comprehensive strategy for assessing the specific informational and educational needs of the residents of the participation sites/communities.

Step 2 Assessing Community Needs and Interests

PRIMARY OBJECTIVE	TASK	SUBTASK
1. Develop a comprehensive strategy for identifying or confirming the informational and educational needs of the participating communities	1. Determine if single or multiple methods are to be used	
	2. Identify the client groups within the community whose needs are to be assessed in order to ensure comprehensive coverage	
	3. Utilize existing data if available	
2. Design or adopt a needs assessment instrument following accepted principles of questionnaire construction in terms of --	1. Layout	
	2. Question construction and sequencing	
	3. Clarity, completeness of instructions	
	4. Choice of response format	
	5. Ease of tabulation and correlation with data processing procedures	
3. Outline the procedures for processing the "need information" in terms of --	1. Computer versus hand processing	
	2. Translating identified needs into need statements	

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
4. Define a method to establish priority among the identified needs	1. Determine the criteria to be used	
	2. Identify who will make the judgements regarding prioritization	
	3. Determine how a final judgement of priority will be made	
5. Gather, process and analyze the needs assessment data	1. Outline the procedures for each method utilized for gathering data	
	2. Process the data following the guidelines outlined in Step 2 Objective 3	
	3. Separate educational from informational needs	
	4. Determine if these needs are amenable to the preliminary ICLIS program outlined in Step 1	
	5. Identify non-educational or non-informational strategies that may be required to meet the identified needs	

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
6. Translate the need information into specific need statements in terms of --	1. Specificity	
	2. Clarity	
	3. Completeness	
7. Prioritize the identified needs as per guidelines established in Step 2 Objective 4		

Notes:

Worksheet: Assessing Community Needs and Interest

PRIMARY OBJECTIVE	TASK	SUBTASK

Notes:

Step 3

Proposing and Refining ICLIS Project Goals and Objectives

Purpose

To specify the goals and objectives which the ICLIS project will be designed to attain, the relationships among the objectives, the relationships between the needs identified in STEP 2, and the intended outcome of the project.

Step 3 Proposing and Refining ICLIS Project Goals and Objectives

PRIMARY OBJECTIVE	TASK	SUBTASK
1. Review the goals and objectives outlined in STEP 1's preliminary project plan	1. Identify those goals and objectives which need revision	
	2. Identify any additional goals and objectives	
2. Revise/refine the proposed goals and objectives to reflect the outcome of STEP 2	1. Specifically write the goals and objectives in terms of --	a. Outcome statements rather than process statements
		b. Avoiding "Fuzzies"
		c. Proper form (e.g., Mager)
	2. Clarify the relationship between project objectives and needs statements	
	3. Utilize the concept of "hierarchy of objectives" to identify lower-level objectives	
	4. Specify clearly and completely any restrictions or prerequisites of those who will participate in the project	

Notes:

Worksheet: Proposing and Refining ICLIS Project Goals and Objectives

PRIMARY OBJECTIVE	TASK	SUBTASK

Notes:

Step 4

Designing a Project Plan Based on Goals and Objectives

Purpose

To specify the content and processes of the project, the sequence and timing of project elements and the characteristics of the educational and informational resources required to implement the project.

Step 4 Designing a Project Plan Based on Goals and Objectives

PRIMARY OBJECTIVE	TASK	SUBTASK
1. Identify specific programs/activities for attaining each project objective	1. Develop goals and objectives for each specified program	
	2. Delineate appropriate methods for implementing each program	
	3. Identify the human and physical resources needed to implement and administer each program	a. Personnel
		b. Equipment and materials
		c. Facility and environment
	4. Establish a proposed schedule for program implementation	a. Consider duration, distribution of time within program, etc.
	5. Develop an administrative plan for each program (see STEP 5)	
	6. Develop an evaluation plan for each program (see STEP 6)	
2. Identify the human and physical resources needed for implementing and administering the project	1. Consider human and physical resources for each specified program in Step 4 Objective 1	
	2. Identify any additional needed resources	

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
3. Identify the facility and environmental needs for project implementation	1. Consolidate facility and environmental needs for each specified program in Step 4 Objective 1	
	2. Identify any additional needs	
	3. Keep in mind equipment/programming requirements as well as the need of the users	a. Space, utilities, etc. b. Utilization/location of equipment/media c. Desired communication patterns
4. Establish a proposed schedule for project implementation	1. Consolidate the proposed schedule for implementating each specified program in Step 4 Objective 1	
	2. Identify any additional scheduling needs	

Notes:

Worksheet: Designing a Project Plan Based on the Goals and Objectives

PRIMARY OBJECTIVE	TASK	SUBTASK

Notes:

STEP 5

Formulating an Administrative Plan

Purpose

To specify the administrative arrangements necessary to assure the success of the project.

Step 5 Formulating an Administrative Plan

PRIMARY OBJECTIVE	TASK	SUBTASK
1. Develop an organizational structure for communicating with participating communities and organizations	1. Identify key organizations involved in the project	
	2. Complete an ICLIS model reflecting the relationship among the key players/organizations	
	3. Develop a traditional organizational chart	
	4. Establish policies/procedures regarding "line of communication"	
2. Establish a state office for the ICLIS project	1. Determine the role/function of the state office	
	2. Identify personnel/leadership requirements for the state office (see Step 4)	
	3. Determine the location	
	4. Draft initial policies and procedures related to the role/functions	
	5. Identify facility and equipment needs (see Step 4)	

Notes:

PRIMARY OBJECTIVE	TASK	SUBTASK
3. Develop an operational budget	1. Itemize anticipated expenditures	
	2. Itemize anticipated receipts/contributions/fees/grant monies/matching monies, etc.	
	3. Ensure that the budget is balanced (receipts equal to or greater than cash costs)	
	4. Develop an accounting system	
4. Organize an Advisory Committee/Council for the ICLIS project	1. Outline mission/goals/objectives/functions/of a State Advisory Committee	
	2. Identify preferred membership configuration/criteria	
	3. Identify potential members	
	4. Select members	
	5. Schedule organizational meeting	
5. Select, if needed, a corporate partner or partners to facilitate equipment acquisition and installation	1. Develop a "request for proposal" package	
	2. Identify potential corporations	

Notes:

Worksheet: Formulating an Administrative Plan

PRIMARY OBJECTIVE	TASK	SUBTASK

Notes:

Step 6

Developing an Evaluation Plan

Purpose

To describe a comprehensive evaluation strategy which will result in valididating judgements of project worth

Step 6 Developing an Evaluation Plan

PRIMARY OBJECTIVE	TASK	SUBTASK
1. Develop a design for the evaluation process	1. Identify evaluation needs, purposes, and posture	
	2. Create the research questions	
	3. Review alternatives in research design	
2. Develop an administrative plan for evaluation	1. Create an evaluation task analysis	
	2. Create an evaluation budget	
	3. Prepare an evaluation working plan	
3. Develop procedures for data collection, preparation and analysis, reporting and evaluation review		
4. Prepare a "Request for Proposal" if evaluation is to be conducted by an external agent		

Notes:

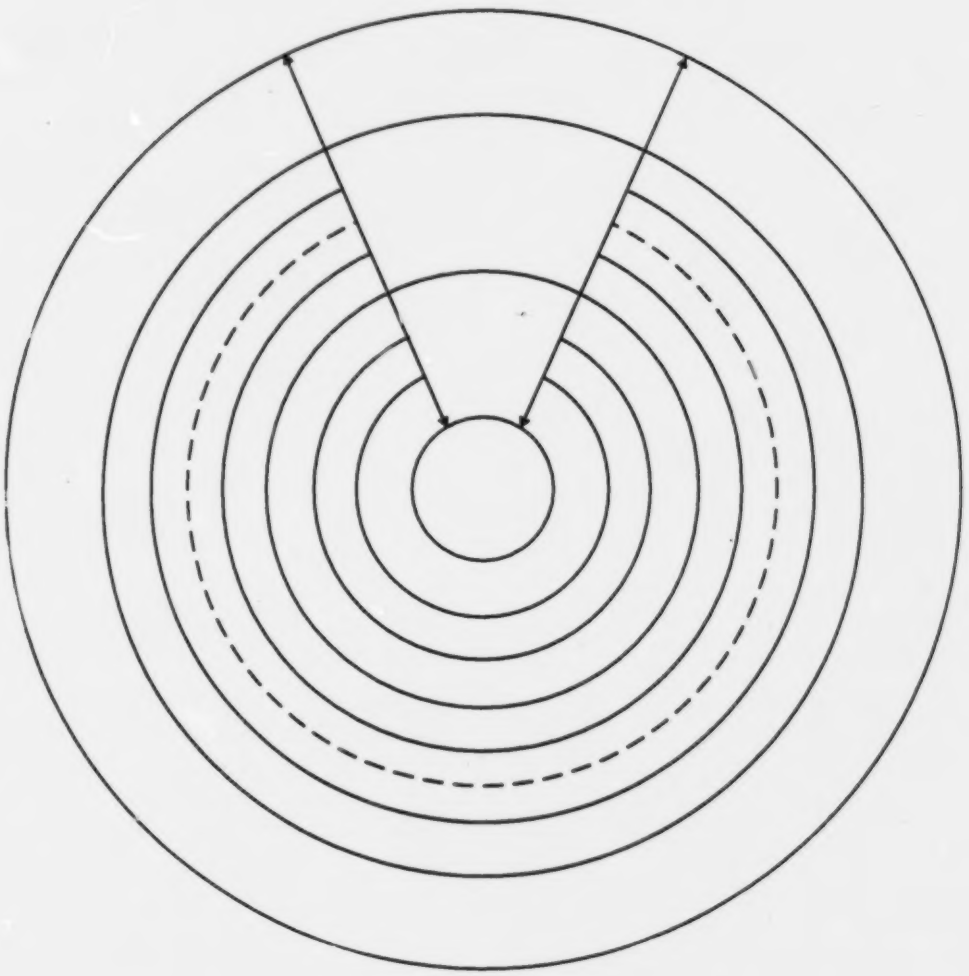
Worksheet: Developing and Evaluation Plan

PRIMARY OBJECTIVE	TASK	SUBTASK

Notes:

The ICLIS Model for Your Community

The potential user of the ICLIS model is encouraged to utilize the "blank" model -- after reviewing his or her own community background and needs. Thus the ICLIS model provides a "beginning" at any new site.



Community Resources

The nucleus of any ICLIS project is the community -- a variable that is constant and yet ever-changing. Also, all communities are different in the dynamics going on at any one time.

Thus each community presents a unique challenge to put all the pieces together to make something serviceable to the whole.

Structures that are common to most communities include the following community resources: library/technological capabilities, community government, and Extension specialists. Added to this mix, when the ICLIS model is put into place, is a community specialist -- hired specifically to coordinate ICLIS services.

ICLIS Services

ICLIS embraces the educational and informational missions of the land-grant universities and the state libraries -- extending the technological means to better serve citizens of the states. Specific services include the following:

1. Install personal computers in the libraries of the communities being served.

2. Train community specialists to use personal computers as information tools and assess local needs for information.

3. Market the services to local residents, governing agencies, and service groups to build support for, and awareness of, the "new" "learning resource center."

4. Provide instruction for local residents to use the variety of services now embodied in the learning resource center.

5. Make available workshops, courses, and academic programs using the computing tools installed at each ICLIS site.

Once these services are established, local residents can then access a variety of possibilities:

- Instructional course work from the land-grant universities

- Individual educational programs for job training and/or performance improvement

- Updated information through database searches -- to assist doctors, lawyers, farmers, housewives, and many others

Developing Partnerships: Role/Expectations

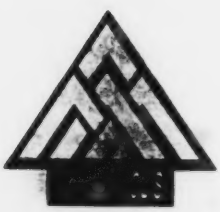
Some of the technological partners are invaluable in what they offer. Without them, the ICLIS projects could not come into being. Two of these partners are IBM (International Business Machines) and BCR (Bibliographic Center for Research).

1. IBM -- Once the equipment is installed, IBM offers training and support.

2. BCR -- offers training and support.

But the greatest partner of all in getting the ICLIS Project off the ground in the 1980s was the W. K. Kellogg Foundation of Battlecreek, Michigan. Through the generosity of a 2.7 million-dollar grant, funding was provided for staffing the project and for purchasing the technology. It was this funding that made "learning and information centers" in the nine rural communities possible.

ICLIS—Round 1



INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

ICLIS -- ROUND 1

The heart of the ICLIS project as developed in 1985 was to provide remote, rural towns with greater access to information and educational programming though the use of special technologies.

Each of the four states -- Colorado, Montana, Utah, Wyoming -- chose two rural, remote communities where public librarians and county extension directors could develop collaborative programs for nontraditional learners.

Potential developers of the ICLIS model may be interested in community profiles of the nine communities participating in **Round 1** of the ICLIS project. These are shown on pages 60-68.

Community Profiles

Craig, Colorado

Location:	*Northwest corner of Colorado*
Size:	*9,000 (formerly 15,000)*
Distance from the nearest University:	*165 miles (Mesa State College, Grand Junction, Colorado)*
Number of years using the ICLIS Model:	*Five years (since 1987)*
Status of community specialist:	*Full-time for four years (since July 1988)* *A full-time assistant (since January 1992)*

Status of ICLIS "Learning Resources Center":

- *Has qualified two people to graduate from a four-year university using the ICLIS system*
- *Five hundred people a month use the center*
- *Teaches people how to use computers*
- *Utilizes children's educational games*
- *Has brought in a program for children through Sea World*
- *Continues to look for ways to meet community's needs*
- *Increased use of center has led to planned expansion of facility*
- *SURGE program available to working professionals seeking graduate degree in Business & Engineering*
- *Eleven public access computers, FAX services, satellite dish, two VCR's and two TV's*

Hamilton, Montana

Location:	*Westcentral Montana*
Size:	*25,500 - Ravalli County (Hamilton - 2,500)*
Distance from the nearest University:	*50 miles (University of Montana, Missoula, Montana)*
Number of years using the ICLIS Model:	*Four years (since 1986-1990)*
Status of community specialist:	*Full-time for four years* *Now: incorporated into full-time reference librarian*

Status of ICLIS "Learning Resources Center":

- *PC certification program to permit the use of three public access computers*
- *PC training session for patrons who need instruction on the use of equipment*
- *New **services** offered by the library include:*
  - *collection and development*
  - *information desk which provides reference, subject requests, interlibrary loan services, and DIALOG database searching*
- *Member of the Western Library Network (provides access to holding in the Northwest*
- *Telefax for timely information requests*
- *Video & VCR viewing*
- *Adult and children's programming*

Vernal, Utah

Location:	*Northeast corner of Utah*
Size:	*22,000 (Uintah County) (7,000-Vernal)*
Distance from the nearest University:	*205 miles (University of Utah, Salt Lake City, Utah)*
Number of years using the ICLIS Model:	*Six years (since 1986)*
Status of community specialist:	*Full-time for three years* *Last year of grant -- one-half time approximately 1/3 time since then (past 2 years)* *Now: 12 hours a week -- with another position*

Status of ICLIS "Learning Resources Center":

- *Computer classes a success*
- *Still utilizing some of the technology that was introduced through ICLIS -- DIALOG, ERIC, CD-ROM*
- *Adopted a public "bulletin board," which is accessed by phone by 150 people*
- *The number of interlibrary loans requested has doubled, due in part to the ICLIS system*

Libby, Montana

Location:	*Northwest corner of Montana*
Size:	*11,000*
Distance from the nearest University:	*200 miles (University of Montana, Missoula)*
Number of years using the ICLIS Model:	*Six years (since 1986)*
Status of community specialist:	*Full-time for three years* *Full-time -- 1989-1992 -- specialist incorporated with reference position*

Status of ICLIS "Learning Resources Center":

- *Computer equipment still being used*
- *FAX machine still being used*
- *Office equipment and computer software still being used*
- *DIALOG search base still being used (backup searches through the state library)*

Rawlins, Wyoming

Location:	*Southcentral Wyoming*
Size:	*9,000 (15,000-1985)*
Distance from the nearest University:	*100 miles (University of Wyoming, Laramie, Wyoming)*
Number of years using the ICLIS Model:	*Five years (since 1986)*
Status of community specialist:	*Full-time for five years (1986-1991)* *Now: no one*

Status of ICLIS "Learning Resources Center":

- *CD-ROM technology still being used ("very popular")*
- *All the IBM equipment is being used*
- *IBM computer being used by the public*
- *Offshoot: a literacy -- VISTA volunteer project trains inmates at Wyoming state penitentiary plus people in the community -- in conjunction with state library*

Price, Utah

Location:	*Central Utah*
Size:	*10,000*
Distance from the nearest University:	*110 miles (University of Utah Salt Lake City, Utah)*
Number of years using the ICLIS Model:	*Four years (since 1986-1990)*
Status of community specialist:	*Full-time for four years (1986-1990)* *Now: aspects of community specialist's role have been absorbed by other library staff*

Status of ICLIS "Learning Resources Center":

- *Still has database searches*
- *Literacy project*
- *One public access computer*
- *Public access computer software*
- *USU COM-NET educational facility is housed in another building, but was initially supported by the ICLIS center*

Douglas, Wyoming

Location:	*Southeastern quadrant of Wyoming*
Size:	*4,000*
Distance from the nearest University:	*115 miles (University of Wyoming, Laramie, Wyoming)*
Number of years using the ICLIS Model:	*Three years*
Status of community specialist:	*One full-time for three years* *Now: no one*

Status of ICLIS "Learning Resources Center":

- *Nothing remains from the original project*
- *Equipment was returned*
- *None of the services, such as interlibrary loans or database searches, remain*

Meeker, Colorado

Location:	*Northwest corner of Colorado*
Size:	*2,000*
Distance from the nearest University:	*165 miles (Mesa State College, Grand Junction, Colorado)*
Number of years using the ICLIS Model:	*Five years (since 1986-1991)*
Status of community specialist:	*Full-time for five years* *Now: no one*

Status of ICLIS "Learning Resources Center":

- *No Learning Resource Center as such*
- *All ICLIS equipment was deeded over to Meeker Public Library: public access (three computers, FAX machine, satellite dish, two TVs, two VCRs)*

Rock Springs, Wyoming

Location:	*Southwestern quadrant of Wyoming*
Size:	*19,700 (1990 census)*
Distance from the nearest University:	*210 miles (University of Wyoming, Laramie, Wyoming)*
Number of years using the ICLIS Model:	*One year (1989)*
Status of community specialist:	*One full time for one year* *now: no one*

Status of ICLIS "Learning Resources Center":

- *CD-ROM technology still being used ("very popular")*
- *One IBM computer being used by public*
- *One IBM computer being used by staff*
- *The teleconferencing equipment is being used, but not the OPtel equipment*

Community Vignettes

In the communities that tried the ICLIS model, an impact was felt. At the very least, community libraries modified or streamlined their services. In some instances, personnel changed over the four years of the granted project. In every situation, some changes occurred. The following are vignettes from the various communities -- to give a feeling of the impact felt by each community.

Hamilton, Montana:

(Nansu Roddy, reference librarian, Bitterroot Library; was ICLIS community specialist)

"Now we are a contemporary library."

"We do have the right philosophy -- one of **service**. We want people to know they can access all kinds of information through our library."

"People in our community have a right to current information, and now we can get it for them."

"People in our community who want change have supported us 100%. Those who don't want change have been disappointed. The ICLIS project meant change, and change sometimes means problems."

"Once we evaluated the project, we decided to focus on services and information."

Vernal, Utah:

(Evan Baker, director, Uintah County Library; was library director)

"A lot of it worked."

"The biggest success for us was the technology and being able to access DIALOG -- which was a big help to our patrons."

"The computer classes were a success."

"We have modified the original ICLIS program. We have an employee working 12 hours a week providing the ICLIS retained programs"

"The ICLIS model did a lot for us just getting the technology. It has been a springboard to getting some things we wanted."

"For us it was not realistic to use the teleconferences."

"The present Board of Commissioners does support us in our efforts."

"What we needed help with was in determining the goals. Then we needed to prepare a clear presentation and let people in the community know what ICLIS is."

Craig, Colorado:

(Joy Dellis, community specialist, Learning Resources Center, Craig/Moffat County Library and Learning Resource Center)

"When I came in, I was an assistant. I ran the ICLIS center for three months, then got the job as the specialist, which I still am."

"ICLIS brings education, information, and technology to isolated rural communities."

"We do a lot of information searches. And we have gone out after new programs -- like a children's program through Sea World."

"We try to meet the needs of the community."

"People are going to have to be constantly educating themselves in order to stay in the world economy. Technology is continuously changing, and we need to change with what is happening. The ICLIS center provides a viable option."

"We have 500 people a month using the center -- including people interested in retraining, single women parents, children -- even a 78-year-old woman who trained on computers. She said, 'I'm not ready to get old.'"

"This year three people graduated utilizing the ICLIS Learning Center. And we have four more in the system."

"ICLIS truly does provide a 'life-long-learning' opportunity."

Libby, Montana:

(Gretta Chapman, director, Lincoln County Library; was acting ICLIS community specialist)

"In the beginning there was a real struggle between the specialist and what was already incorporated."

"But the end result is that we are ahead, and we are a model that people look to in this state."

"The resources gave us a step in the direction we wanted to go -- to provide information in the formats available."

"After all is said and done, I would not be without the funds, the equipment, and the training. Now we have two computers and a FAX machine. It's difficult for some communities to come up with even that much."

"Our library is a real strong reference facility now."

"Everyone needs to know how to use a computer. It is almost as necessary as the telephone. Now people in this community can say, 'I do know how to use a computer.'"

Rawlins, Wyoming:

(Bill Vasey, director, Carbon County Higher Education Center; was ICLIS community specialist, Carbon County Library)

"What worked well was that we could experiment with some technology, and that we could bring in some college courses."

"The concept is out on the cutting edge. It's just that it takes a lot of partners to make it work."

"We needed better ways of educating the community."

"One of the tremendous successes was having the universities looking across state lines. ... a great idea to have college presidents and state libraries working together."

"It has great potential. In redesigning the concept, I would suggest getting community colleges as equal partners with universities and libraries."

Price, Utah:

(Dale Edwards, Director, Treasure Valley Community College Library, Ontario, Oregon; was ICLIS community specialist)

"I do recommend the ICLIS model for other communities. I think the ICLIS model could be replicated with relative ease, and that the model is well set up."

"What I do suggest is that each community invest in the project so that there will be more commitment to making it work."

"The project was marketed quite well ... although some people on the local level didn't take the time to understand."

"It opened the door for the library to automate."

"One thing that did work is the delivery of database searching. We helped people on master's projects -- we had a large number of requests."

Douglas, Wyoming:

(Nora Kingrey, credit manager, Douglas Clinic; was ICLIS community specialist, Converse County Library)

"It's exciting to look back on. Every person who came in with an information need, we really tried to fill it. Even still I receive phone calls asking how to get information."

"People came to see the library as a **reference** point."

"It was good to know how to do some searching. We did a good job with ERIC."

"Having information available to people **works**. But it needs visionaries who can see what a library **can** be."

"Needs to have the community invest in aspects of the project from the beginning, either in salaries, or on-line time, or something."

"I still have a lot of faith in the project. I see a high need for the services that the ICLIS project can provide."

Meeker, Colorado:

(Pat Janes, library media coordinator, Meeker School District Re-1; was director of learning resources center, Meeker Public Library)

"I thought the ICLIS center was marvelous. It showed people other ways to take classes. I thought it was a cost-effective way to go to school without leaving the community."

"We advertised, but not that many people were interested. Now that it is no longer a part of the library, people seem to miss it."

"Part of the problem was not a large enough population base."

"The question I have is, 'How do we get people's attention to let them know the value of a system like ICLIS?'"

"At least we are utilizing the technology left behind by ICLIS."

Rock Springs, Wyoming:

(Helen Higby, Directory of Sweetwater Coutny Library System)

"We joined the ICLIS project rather late in the game, so it's difficult to know what might have happened had we had four years to develop our program. Even so, some parts were successful: our CD-ROM databases proved popular, and we have subsequently purchased additional databases in that format. The public computer has also been well used, although patrons are now asking for a speedier model. The teleconferencing equipment is still used for one or two courses or seminars each semester, and the staff uses the second IBM computer for some administrative functions."

"On the other hand, the distance learning initiatives we attempted never really got off the ground - for two reason: (1) high costs, and (2) the University of Wyoming never really committed to the Optel technology, they seemed more interested in compressed video."

"Our electronic bulletin board had a small but faithful audience."

"We still have the capability, thanks to ICLIS, to search CARL, but we haven't found much need for it."

"Some time before I became director of the Sweetwater County Library System, I spoke about ICLIS with Arlen Elser. He saw that breaking down barriers among institutions of higher learning, and opening new channels of communication benefiting rural adults with on-going education, as one facet of the project. It's difficult for us out in the trenches to know how successful our efforts were: but it was a noble, and needed, goal."

Success Stories:

"It was excellent to have a place to finish my degree." After five quarters of classwork offered through the ICLIS system, Vera Turner of Craig, Colorado, was able to graduate with a bachelor's degree in Liberal Arts, from Utah State University. When she entered the program, Vera was a loan officer in a local bank. Now she runs a day-care/ preschool facility. She pursued her degree out of pride and a desire for personal improvement. "ICLIS is the only program I know about for finishing school the way I wanted to."

Cathy Lowther also graduated in 1992, with a degree in Humanities, Arts, and Social Sciences from Utah State University. "When you are in a rural area, these opportunities are wonderful." Cathy was born in Denver and completed a two-year program at Northwest Missouri State. Once she moved to Craig, Colorado, population under 15,000, she went ten years without access to further education. "If you don't have it (the opportunity for education), you want it even more." Even though there were frustrating delays at times, "overall, it was enjoyable."

Gary Stubblefield of Craig, Colorado, utilized some of the databases available at the ICLIS center to complete three of his twenty courses needed for an MBA, which he received from Colorado State University in 1992. "I could have accessed the information other ways, but it would have entailed traveling to Denver or Salt Lake City." Currently Vice President of Operations with Trapper Mining Inc. in Craig, Stubblefield has utilized the same ICLIS search systems to research a project at the mine related to a mineral deposit. "So the benefits of the ICLIS databases have gone beyond helping me get a degree."

Four more Craig residents are in the system for obtaining degrees. Debbie Roberts is looking forward to graduating in Fall of 1993. "I can't wait to get my degree through Utah State University's program. All of the professors have been wonderful. They have gone to a lot of extra effort to enable us to get an education." Debbie adds, "I would like to let other people know about the opportunity, and I definitely think more women should try it."

Other ICLIS success stories further underscore the W. K. Kellogg Foundation's guiding philosophy of "motivating people to help themselves." Names of the communities in the following stories have been omitted to protect confidentiality of the patrons.

Literacy:

Of all the programs operated by the ICLIS center, the literacy project is probably the most satisfying. These clients have repeatedly thanked the coordinator and other staff members for their assistance and interest. In September 1988, a picnic was held at the city park for the tutors and students to celebrate a very successful year. Approximately 120 people attended. This number is less than half of the number of people who were invited, indicating the large number of lives that have been touched in a positive way by the library literacy project.

Education:

A local nurse, director of public health, attempted to get a Master's degree from a university. She was unable to complete her degree because travel to the institution would be a hardship for her family. She enrolled in an independent study program at a university in the Midwest. She says, 'My success for the entire program had depended completely on the (ICLIS) library.' Her degree led to her advancement to director of the largest county public health department in the state.

Career Guidance:

"A middle-aged man requested general information about a mining company. After going through the reference interview, I realized this patron was going for a third interview with this particular company in three days. He showed me the brochures he had, and we talked about the kinds of detailed information he needed. We chose to go into DIALOG and do an on-line search. The patron walked away with financial and historical information about the job. One week later he stopped by to let me know he was hired. The information in the database search provided more information for the patron than was known to the interviewer."

Children:

Children in one of the communities were trained on computers in the local learning resource center -- as part of a summer reading program. At the end of the 2.5 month program, a video games tournament was held for program participants. Approximately 80 youngsters participated. Winners were declared, and prizes from local merchants were awarded. Members of the library staff indicated there had never been such enthusiasm for the summer reading program as was evident during this year's event. Library circulation statistics showed that book and materials circulation for youngsters increased nearly 40 percent over the previous summer's reading program.

Business:

A community specialist worked with a sheep rancher and veterinarian to get information on a virus infection that had caused the rancher to lose his entire spring crop of lambs. The specialist was able to get specific information about the virus, as well as the appropriate dosages of vaccines to be used to effectively treat the problem. Without that information, the rancher would have continued to lose lambs, and perhaps his livelihood as well.

Medicine:

"There are seven dentists in our community. Six of them were interested in forming a study group to view video tapes and to discuss current procedures. They gave me a list of items they would like to view and discuss. I gave this list to a representative of the Health Sciences Information Network at our state university. Her search turned up 15 to 20 hits from various dental schools. All of these video tapes were produced since 1986 and all could be accessed through an interlibrary loan from a dental school. I took this list to the dentists so they could select specific tapes and arrange to get together. There is no mandatory Continuing Education for dentists in our state, but this dentist study group acknowledges this is a cost-effective way to stay current with their practice."

Communities:

A local group that lobbies for land owners requested information to better understand the background on a piece of legislation regarding foreclosures on land. This issue was complex and required a document of explanation from the Secretary of State's office coupled with background articles from other states. ICLIS provided the documents needed. The group met with the legislative committee and presented an informed argument, causing the wording of the bill to be changed. The group states that the material from ICLIS made the difference in their meeting with the legislators.

Lessons Learned

Success in any endeavor comes from effort expended towards the goal(s) and from lesson learned along the way. The ICLIS project differed from situation to situation -- according to the dynamics of the people and institutions involved. In every instance, there were gains and losses. Fortunately, both can be utilized in implementing an ICLIS project again -- at any point in time.

One thing was fairly clear: The ICLIS model works. It's the people involved and the mode of implementation that make the difference. Here then are different perspectives on "lessons learned" from the 1986-90 phase of ICLIS:

- "The main problems facing the Centers were the difficulty in getting the word out about ICLIS and expanding the numbers of people who use its services. Obstacles that hindered the development of the Centers included: conflicts between 'old' and 'new' ways of doing things in libraries; a lack of understanding of the services offered by the Center; community specialist's responsibilities; tensions between one community's library board and the ICLIS Center; and problems resulting from a Center's limited space or location outside of the library."

- "We learned there is a continuous need to inform and educate community leaders and library boards about ICLIS and the services offered in the Center."

- "From a state librarian's view, we concluded that clear lines of authority need to be set up and followed through for this project to succeed. Oftentimes expectations were unclear -- both from the management side of the ICLIS project and from the libraries' and the students' sides."

- "The mistakes were in execution. We did not sell the communities ... never convinced them of the value of carrying the project at the end of the four-year funding. There needs to be a bigger emphasis on marketing the concept, and then on marketing the information services offered by each Center."

- "ICLIS failed in one community because it was not built solidly in the community. There was not enough buy-in from the town leaders. **Crucial:** The people have got to buy in -- to **see** a benefit. Otherwise it just evaporates when the original people leave."

- "Implementing the project took too long. It was frustrating for hungry, eager residents/students to wait for everything to be in place. Realistic possibilities need to be sold to the community."

- "ICLIS presented a vision of what a library could be. But they needed to prove the benefit. The people controlling the purse strings needed to be sold on the benefit of the ICLIS project. **This is the finesse point of the project: to sell those in the community who are needed to support the project.**"

- "It needs to be realized from the beginning that implementing the ICLIS project will mean change. Are leaders, librarians, and residents ready and willing to accommodate the ramifications of that change?"

- "Our lesson was that it was vital to work with the community -- to meet with government leaders on a regular basis. And from the beginning, the library board should have been more involved with the community specialist in making decisions."

- "The problem from our view was that several educators from different states tried to tell communities what to do. It needs to be understood that it is a **shared** responsibility."

- "It was a real struggle between the specialist and what was already incorporated."

- "We learned there needs to be a commitment from the staff in the library to learn the equipment. Too, it's important to incorporate ICLIS in the mission and goals of the library."

- "In our community we needed better education with the community. Early on there needed to be a discussion of user fees."

- "There were initial impressions of what ICLIS was supposed to do. When those impressions were not met, some people said: 'Let it go.' But if money from the community had been invested, it is more likely our town would have adopted the system."

- "The ICLIS project needs people who are convinced about the worthwhileness of the project, and who will find ways to make it work."
- "We did not integrate the community specialist in with the rest of the library staff. Thus there was some resistance and resentment on the part of regular library staff."
- "One of the lessons learned is that there needs to be community investment from the beginning, and then the project is more likely to succeed."
- "I learned how crucial it is to have a library director who truly sees what a library **can** be -- providing information in a variety of ways."

ICLIS—Round 2

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

ICLIS -- Round 2

After all is said and done, Round 1 of the ICLIS project can be considered a success: for whatever period of time, it met some of the needs of the communities involved.

For a possible Round 2 to work, some modifications and additions need to be made -- to make Round 2 even more successful, and more effective at meeting communities' needs.

The need for information is ongoing, and in fact, seems to be ever incumbent in order to be aware of state, national, and international events. Change **is** dynamic and ever-unfolding. The challenge is to meet change appropriately for the circumstances, and in some instances even create change in order to stay up with events happening world-wide.

Making It Work:

Considerations: In considering changes to make for Round 2 of the ICLIS project, some key questions might be asked:

1. What is the library's role in the community?
2. What is the director of the library's view of the role of the library?
3. Is there a willingness on the part of the library director, library staff, community residents, library board, and the county commissioners to envision what a library **can** be ... and a willingness to invest funds to bring that vision about?
4. What criteria can be adopted for hiring a community specialist, and what special characteristics should this person have?
5. What strategies can be developed to: build partnerships between the community, the library, Extension personnel where available, and the state's land-grant university?
6. What funding models can be used to garner resources for the project?

Recommendations:

Responses from several individuals involved in the ICLIS Project indicated a wide variety of recommendations which are presented here for future use.

- Allow for change in the process design of the program. Be sure there is an introductory phase in which products are not emphasized. Determine if there is a **willingness** to allow for change.
- Clearly define the roles of the various "partners" and other individuals involved.
- Set up check points along the way -- so modifications can be made and successes celebrated.
- Provide training for local library boards so they can develop a sense of "ownership" and also carve out a marketing plan.
- Determine ahead of time what courses are going to be available and what will be accepted for credit.
- Carefully consider the criteria for hiring the community specialist -- it should be someone hired by the library, respected by the community, exposed to libraries and library systems, interested in and aptitude for working with computers -- overall, someone with "pizazz."
- Emphasize marketing the concept first; later on, marketing the services.
- Let people **know** the benefits: meet with groups, issue press releases, have a visible ICLIS logo, explain what ICLIS is so that people understand the **services** that are provided.
- **Involve** local people so that it is understood from the beginning that the ICLIS project is a **shared** responsibility. Be sure that one or more funding models are in place.

Perhaps the overall recommendation can be summed up in four quick steps:

1. *Get the components in place.*
2. *Cultivate the power structure.*
3. *Involve the community.*
4. *Evaluate and adapt.*

Advertising:

Once the green light has been given to "go" with the ICLIS project in a community, and the components have been put into place, the next step is to **advertise**. The ICLIS project is now a **service** -- one available to help meet community needs.

Advertising would especially fit in the community specialist's role -- to let groups in the community know about the services offered. The following are possibilities:

- Video presentations
- Newspaper articles
- Radio announcements
- Special ads

Educating the community about the value of ICLIS services is an ongoing process. There will always be possibilities for presenting the value of education and information.

LIBRARY
At the Learning Resource Center We have Some things For you...
We're here to help you:
Update your job skills
Write a report, or even a book
Create a business or personal mailing list
Discover what job or occupation is best for you
Get the latest information for research, writing projects, medical or business updates.
Find out where to go for grant money
Set up a budget for your business or home
Use our self-correcting electric typewriter
Create graphs or do calculations
Improve your job-hunting skills
Play computer games
Watch Videotapes
Have you always wanted to know more about computers but were afraid to ask? Come in and use our computer learning programs for a small charge. They'll help you get started at your own speed.
Ask about current educational opportunities, credit and non-credit, high school through college.
The Learning Resource Center in the Library
570 Green Street
in Craig
824 7550
Funded by the W.K. Kellogg Foundation

A PROMOTIONAL PIECE FOR THE CRAIG CENTER WAS DESIGNED BY JEFF STODDARD, A COMMERCIAL ILLUSTRATOR, WHO HAS USED ICLIS INFORMATION RESOURCES TO SEEK FUNDING FOR A COMMUNITY-BASED HISTORICAL INITIATIVE

Funding:

A variety of resources are available to help with funding:

1. Community budget assessment
2. Monies from the state
3. Grants from foundations
4. User fees
5. Private donations

Most of the community specialists in the sites involved in Round 1 of ICLIS recommended that the community help finance the project from the beginning.

In addition to community funds, the community specialist in one community obtained over $100,000 in grant money over a period of three years.

One community estimates almost $20,000 garnered this year from **all** user fees

One way or another, money can be found to support the ICLIS service. Each community will need to decide the most appropriate ways to fund their project.

Impacts of ICLIS

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

Impacts of ICLIS

As with any new project, development or product, an impact is felt by users and non-users alike. This was true also for the ICLIS project in each of the nine communities. Some of the changes that occurred were reflected in the section on "Community Vignettes."

This section amplifies the impact of the ICLIS project on land-grant universities and on state libraries.

The land-grant universities involved included: Colorado State University, Montana State University, Utah State University, and the University of Wyoming. Here are some of the ways these institutions were impacted:

- Increased the awareness on campuses of new technologies and alternative teaching methods for use on and off campus.
- Heightened institutional awareness of the need for distance learning offerings and external degree programs.
- Validated the idea of educational delivery services to isolated, rural communities.
- Increased faculty involvement in distance education and learning.
- Encouraged universities to develop and implement distance learning programs.

The ICLIS project also impacted state libraries although in a more limited way. Most people involved with the state library described mixed feelings about the project. As a whole, impact has been hindered because of the small size of the project (only two local libraries in each state) and because the project was not a high priority to the state libraries.

Interviewees described a number of ways in which the project had a positive impact on the state libraries. The greatest impact was in the area of library development. The project also influenced the consulting role of the state libraries and broadened their perceptions of what local libraries can do.

In all areas impacted by the ICLIS project, the overall perception was that the project was highly beneficial. There was general consensus among the people interviewed that the project succeeded in achieving its goal of enhancing the delivery of educational information to remote, rural areas. ICLIS was considered to be invaluable in providing access to "new" resources through advanced technology, as well as in providing educational opportunities that respond to a community's needs.

Conclusion

Conclusion

In conclusion the question is, "Did the Intermountain Community Learning and Information Services Project achieve its mission and objectives?" The best evidence of that achievement is the evaluation of the ICLIS project by the Formative Evaluation Research Associates (FERA). FERA concluded, "People interviewed in the site communities were very positive about ICLIS and would like to see it maintained in their libraries. Interviewees spoke of the variety of ways in which the project has had an impact on themselves, as well as on their cities and libraries. Patrons benefited from the Center in such ways as receiving better jobs, obtaining information to improve their businesses, gaining access to information for research projects, and helping members or their families find out information about educational and employment opportunities. Most people commented on the fact that their communities have become less isolated as a result of the ICLIS project, and that their communities now have an 'added dimension.' The impact on participating libraries was also considered to be high. The ICLIS project is regarded highly by both the people it serves and the people who deliver services. There is general consensus among the people interviewed that the project has succeeded in achieving its goal of enhancing the delivery of educational services to remote, rural areas."

The Value of ICLIS:

The value of ICLIS lies in its "useability":

- Is the concept viable in your community?
- Are the services useable by identified groups in your commuity?

Once the desire has been established in **your** community, you will be ready to move ahead and put the pieces in place.

As a reminder of the **value** of ICLIS in the communities where centers are already established, here are a few more comments from some of the individuals involved in either setting up or maintaining the project:

"ICLIS brings education, information, and technology to a community."

"People in our community have a right to current information, and now we can get it for them."

"The biggest item for us was the technology, and being able to access DIALOG -- a lot of help to our patrons."

"We are ahead; we are a model that people look up to in this state."

"People in our community could see that ICLIS was an opportunity -- one that was needed for the quality of life desired in our area."

"ICLIS gives libraries more options. It allows libraries to become modern."

"The ICLIS model was the greatest idea that has come down the pike for the small library in a decade."

"The crises our site faced during the project, though seeming to be insurmountable at times, has played a major role in maturation of our site. It can be concluded that if a site in a rural area can be successful, the concept is workable."

The Challenge Revisited

"The Age of Information" -- information is the very fabric of our lives. Without it, we don't know how to proceed. The question is: how many options for accessing information do we want? We already have radio, television, newpapers, books, and magazines. But do we **want** more than that? Are we willing to commit to change and all that change can mean?

"The world is full of possibilities."
"Consider what could be."

In the end, ICLIS is a vision -- of what could be. Every community across the country is in charge of its own vision. Every community across the country can make -- and meet -- its own challenge.

Review of Steps

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

Review of Steps

When the community is ready to consider an ICLIS center, keep in mind the following steps:

1. Assess the community's needs.
2. Obtain possibilities for financial support available.
3. Work closely with ICLIS administration and partners.
4. Prepare to help develop a strategy for implementing an ICLIS center.
5. Cultivate the community and local library power structures.
6. Determine the procedure for hiring a community specialist.
7. Anticipate changes and the ramifications of change.
8. Retain the overall goal -- to have a modernized local source for educational and informational services -- for the entire community.

During the process of innovation and implementation, it might be helpful to remember that change will have an effect on many people in the community. David Van Sant, Assistant Superintendent of Schools with the Moffat County School District in Craig, Colorado, shared with us an article entitled: "The Emotional Cycle of Change" (Kelly and Carver, 1979), which he indicated fit the Craig situation.

The five stages of change can be described as the following:

1. Uninformed optimism
2. Informed pessimism
3. Hopeful realism
4. Informed optimism
5. Rewarding completion

Although there may be resistance to the changes accompanying the development of an ICLIS center, keep in mind, the end result will be one of "rewarding completion," and the benefits will continue to accrue.

ICLIS Contacts

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

ICLIS Contacts

For Questions and additional information about the ICLIS project or copies of resources, contact the appropriate state representative.

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Resources

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

Components of ICLIS

To obtain additional disucssion or consulting services on the following topics, contact those appropriately listed as resources.

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Appendices

HINTS BEFORE CALLING

If the Problem is:	Then:
Assembling the equipment	▷ Read the assembly instructions ▷ Try again to assemble
Computer is dead	▷ Check power cable Is it secure? ▷ Check power switch On? ▷ Check surge protector Power switch on?
Monitor is dead	▷ Check power connection ▷ Check signal cable Is it securely attached to computer? ▷ Adjust brightness and contrast knobs
Keyboard does not work	▷ Check keyboard connect to computer ▷ Turn off computer, wait 30 seconds, turn on computer
Computer does not boot properly	▷ Open floppy drive door ▷ Turn off computer, then turn on
Diagnosing computer or software problems	▷ Review manuals
Auto-mail does not work	▷ Check correct time (24 hr. clock) ▷ Be certain computer was on overnight ▷ Be certain computer is left in weekday shut-down mode overnight
Printer won't work	▷ Check connections to computer and power source Secure? ▷ Check power switch On? Printer online? ▷ Check paper installed and feeding correctly? ▷ Check software Set up correctly?

AVOIDING PROBLEMS

- ▷ Have electrician check that the electrical outlets are properly wired and grounded
- ▷ Install and use a surge protector
- ▷ If static electricity is a problem, install anti-static mats or use anti-static spray
- ▷ If tampering with the computer is a problem, install a keyboard lock or remove keyboard and store in safe place
- ▷ Be certain computer is set on a firm base—a jar can destroy the hard disk
- ▷ Copy important files from the hard disk to a floppy disk and store the floppy in a safe place
- ▷ When attempting to perform unfamiliar procedures, refer to appropriate manuals and documentation

NOTES

ICLIS

RESPONSE LINE

HOW WE SUPPORT YOU AND YOUR SYSTEM

ICLIS RESPONSE LINE

HOW WE SUPPORT YOU AND YOUR SYSTEM

WHY WE'RE HERE

Our objectives are to provide you with the best possible service and support for your system while helping you to become self-sufficient.

Your satisfaction is important to us.

ICLIS Affiliation

Your affiliation with ICLIS entitles you to call for support on an unlimited basis.

You may call the response line after you

- receive your equipment
- read all manuals
- receive training

Support:

We will provide assistance to you on

- hardware you obtained through ICLIS
- software you obtained through ICLIS

We cannot help you with software or hardware not provided through ICLIS

Service Hours

Phone help is available Monday through Friday, 8:00 a.m.-5:00 p.m., MST.

We observe national holidays.

BEFORE YOU CALL

(See hints on back of this brochure)

Be ready to explain:

- what you did
- what happened
- what you thought was going to happen

HOW TO GET HELP

- call 801-750-1134
- be prepared to supply the following information:
  - telephone number
  - your name
  - the program you were running
  - where you were in the manual
  - what screen were you on
  - any error messages on the screen
  - best time to call back

We will return your call as quickly as possible.

On the average, we respond to calls within two hours.

When we call back, we will attempt to solve the problem or concern with you. Sometimes it may take more than one call to get a solution.

COMMUNITY LEARNING AND INFORMATION CENTER

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

PATRON QUESTIONNAIRE

This questionnaire is designed to help us deliver better information and educational services to you. Please take a few minutes to fill out this form and drop it in the mail.

1. About how many times have you used this information center in the last year?

   _____ times

2. How did you first learn about the Community Learning and Information Center?

   - ☐ Librarian
   - ☐ Community Information Specialist
   - ☐ Friend/Relative
   - ☐ Employer
   - ☐ Flyer/poster/brochure
   - ☐ Radio/TV/Newspaper
   - ☐ Teacher
   - ☐ Other (Please specify)_____

3. Why did you first contact the Community Learning and Information Center? (Check all that apply.)

   - ☐ I needed information regarding my business or occupation.
   - ☐ I needed agricultural information.
   - ☐ I needed health/medical information.
   - ☐ I needed community planning information.
   - ☐ I needed family or human development information.
   - ☐ I needed legal or law enforcement information.
   - ☐ I needed information for school.
   - ☐ I was attending a Learning Center program or activity.
   - ☐ I was interested in educational programs.
   - ☐ I was interested in career planning.
   - ☐ I was curious about the new service.
   - ☐ Other (Please Specify)_____

4. In general, how useful was your visit to the Community Learning and Information Center?

   - ☐ Very useful
   - ☐ Somewhat useful
   - ☐ Not at all useful
   - ☐ Undecided

5. In the future, would you go to a Community Learning and Information Center for information or educational programs?

   ☐ Yes ☐ No ☐ Undecided

6. How helpful was the Community Learning and Information Specialist?

   - ☐ Very helpful
   - ☐ Somewhat helpful
   - ☐ Not at all helpful
   - ☐ Did not talk with the specialist

Please tell us a little about yourself.

7. Highest level of education:

   - ☐ Elementary school
   - ☐ Junior high school
   - ☐ Some high school
   - ☐ High school graduate
   - ☐ Technical or vocational school
   - ☐ Some college
   - ☐ College graduate
   - ☐ Some graduate school
   - ☐ Graduate degree

8. Current situation:

   - ☐ Employed full-time
   - ☐ Employed part-time
   - ☐ Full-time homemaker
   - ☐ Student full-time
   - ☐ Student part-time (not employed)
   - ☐ Student part-time (also employed)
   - ☐ Unemployed (not full-time student or homemaker)

9. What is your age?

   - ☐ Under 18
   - ☐ 18-24
   - ☐ 25-34
   - ☐ 35-54
   - ☐ 55-64
   - ☐ 64 or over

10. Sex?

    ☐ Male ☐ Female

One final question:

How might the Community Learning and Information Center improve its services to you and your community?

_____

_____

_____

_____

Other comments:

_____

_____

_____

Thank you for taking the time to fill out this questionnaire. This information will be used to improve the services of your Community Learning and Information Center.

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 115 LOGAN, UTAH
POSTAGE WILL BE PAID BY ADDRESSEE

Intermountain Community Learning and Information Services
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UMC 0745
College of Humanities, Arts and Social Sciences
Utah State University
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PATRON QUESTIONNAIRE

COMMUNITY LEARNING AND INFORMATION CENTER
INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

DISCOVER USER EVALUATION

1. How did you learn about DISCOVER?
   - ☐ Newspaper
   - ☐ Radio
   - ☐ Flyer in library
   - ☐ Flyer in community
   - ☐ Agency referral
   - ☐ Other (explain) _____

	Yes	No	Not Sure
2. Did DISCOVER provide you with helpful information about occupations?	☐	☐	☐
3. Did using DISCOVER give you a clearer idea of the satisfactions you want from an occupation?	☐	☐	☐
4. Did using DISCOVER help you determine which occupations fit your values?	☐	☐	☐
5. Did using DISCOVER give you a better idea of the advantages and disadvantages of different occupations?	☐	☐	☐
6. Did using DISCOVER help you develop a better understanding of how to combine the information you have about occupations and yourself for the purpose of making a career choice?	☐	☐	☐
7. Have you made or do you think you will make any career decisions based on what you discovered through DISCOVER?	☐	☐	☐
8. Did you enjoy using DISCOVER?	☐	☐	☐

9. How easy was DISCOVER to use? (Please put an "X" at the appropriate point on the scale below.)

Very Easy — 1.0 — 2.0 — 3.0 — 4.0 — 5.0 — Very Difficult

10. Overall, how would you rate DISCOVER as a career information and guidance tool?
    - ☐ Excellent ☐ Very good ☐ Good
    - ☐ Fair ☐ Poor

11. Are you involved in career counseling of any kind?
    - ☐ Yes ☐ No

12. Would you be interested in meeting with a career counselor to discuss the information you obtained from DISCOVER?
    - ☐ Yes ☐ No ☐ Uncertain

13. How could DISCOVER be improved? What would have made it more useful to you?

_____

_____

_____

Employment Status

14. Are you **presently** employed? (Check **only** one.)
    - ☐ Employed, full-time
    - ☐ Employed, part-time
    - ☐ Homemaker
    - ☐ Retired
    - ☐ Unemployed
    - ☐ Student, full-time

15. If employed, what is your present occupation? (Give job title, not type or name of employer.)

_____

16. If **unemployed, homemaker** or **full-time student**, have you ever been employed?
    - ☐ Yes ☐ No

17. If you are unemployed, a homemaker, or a full-time student who has previously been employed, or if you are retired, what was your former occupation? (Please give **job title** of **last** position held.)

_____

18. **Please circle the last year of school attended.**

		Degrees Obtained
Elementary school	1 2 3 4 5 6	
Junior high school	7 8	
High school	9 10 11 12	
College	13 14 15 16	_____
Post-graduate	21 22	_____

19. **Sex?**
    - ☐ Female ☐ Male

20. **Age?**
    - ☐ 16-18
    - ☐ 19-21
    - ☐ 22-29
    - ☐ 30-34
    - ☐ 35-44
    - ☐ 45-54
    - ☐ 55-61
    - ☐ 62 or over

21. **Residence**: Where do you live?

_____

22. **Library Use**: Do you have a public library card?
    - ☐ Yes ☐ No

23. On the average, how often do you use public libraries?
    - ☐ Once a week or more
    - ☐ Twice a month
    - ☐ Once a month
    - ☐ Once every 2 or three months
    - ☐ Once every 6 months
    - ☐ 3 or 4 times a year
    - ☐ Less than once a year
    - ☐ Never

COMMUNITY LEARNING AND INFORMATION CENTER
INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

SIGI USER EVALUATION

1. How did you learn about SIGI?

- ☐ Newspaper
- ☐ Radio
- ☐ Flyer in library
- ☐ Flyer in community
- ☐ Agency referral
- ☐ Other (explain) _____

	Yes	No	Not Sure
2. Did SIGI provide you with helpful information about occupations?	☐	☐	☐
3. Did using SIGI give you a clearer idea of the satisfactions you want from an occupation?	☐	☐	☐
4. Did using SIGI help you determine which occupations fit your values?	☐	☐	☐
5. Did using SIGI give you a better idea of the advantages and disadvantages of different occupations?	☐	☐	☐
6. Did using SIGI help you develop a better understanding of how to combine the information you have about occupations and yourself for the purpose of making a career choice?	☐	☐	☐
7. Have you made or do you think you will make any career decisions based on what you discovered through SIGI?	☐	☐	☐
8. Did you enjoy using SIGI?	☐	☐	☐

9. How easy was SIGI to use? (Please put an "X" at the appropriate point on the scale below.)

Very Easy — 1.0 — 2.0 — 3.0 — 4.0 — 5.0 — Very Difficult

10. Overall, how would you rate SIGI as a career information and guidance tool?

- ☐ Excellent ☐ Very good ☐ Good
- ☐ Fair ☐ Poor

11. Are you involved in career counseling of any kind?

- ☐ Yes ☐ No

12. Would you be interested in meeting with a career counselor to discuss the information you obtained from SIGI?

- ☐ Yes ☐ No ☐ Uncertain

13. How could SIGI be improved? What would have made it more useful to you?

_____
_____
_____

Employment Status

14. Are you **presently** employed? (Check **only** one.)

- ☐ Employed, full-time
- ☐ Employed, part-time
- ☐ Homemaker
- ☐ Retired
- ☐ Unemployed
- ☐ Student, full-time

15. If employed, what is your present occupation? (Give job title, not type or name of employer.)

_____

16. If **unemployed, homemaker** or **full-time student**, have you ever been employed?

- ☐ Yes ☐ No

17. If you are unemployed, a homemaker, or a full-time student who has previously been employed, or if you are retired, what was your former occupation? (Please give **job title** of **last** position held.)

_____

18. **Please circle the last year of school attended.**

		Degrees Obtained
Elementary school	1 2 3 4 5 6	
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High school	9 10 11 12	
College	13 14 15 16	_____
Post-graduate	21 22	_____

19. **Sex?**

- ☐ Female ☐ Male

20. **Age?**

- ☐ 16-18
- ☐ 19-21
- ☐ 22-29
- ☐ 30-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-61
- ☐ 62 or over

21. **Residence**: Where do you live?

_____

22. **Library Use**: Do you have a public library card?

- ☐ Yes ☐ No

23. On the average, how often do you use public libraries?

- ☐ Once a week
- ☐ Twice a month
- ☐ Once a month
- ☐ Once every 2 or three months
- ☐ Once every 6 months
- ☐ 3 or 4 times a year
- ☐ Less than once a year
- ☐ Never

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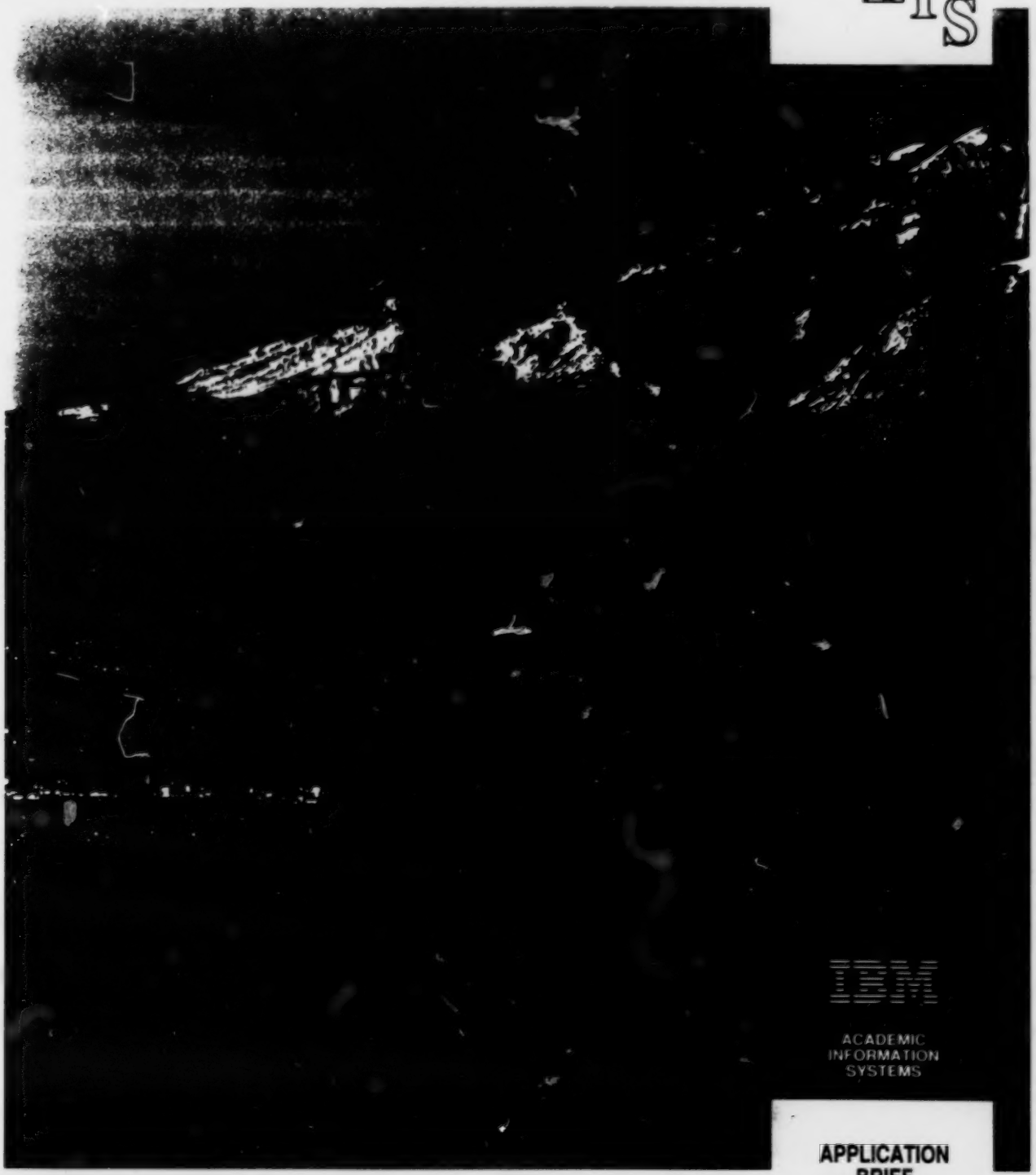
Utah State University
Logan, Utah 84321-9981

SIGI USER EVALUATION

Intermountain Community Learning and Information Services

ICLIS

State Universities Provide a Window on the World for Rural Residents of Colorado, Montana, Utah, and Wyoming



IBM

ACADEMIC INFORMATION SYSTEMS

APPLICATION BRIEF

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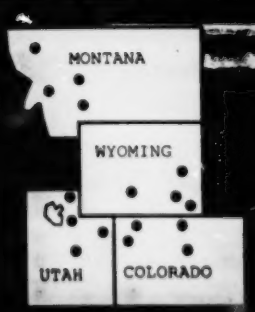
Dispersed across the 430,000 square miles of mountain, desert, and open range of Colorado, Montana, Utah, and Wyoming live some 5.5-million people. Educating these rural populations is an important part of the charter of the land-grant institution in each state—Colorado State University, Montana State University, Utah State University, and the University of Wyoming.

Representatives from the four land-grant universities and state libraries met in 1980 to discuss providing education and information to remote intermountain communities. They focused on how new computer and telecommunications technologies could better accommodate the requirements of the multi-state area.

The Intermountain Community Learning and Information Services (ICLIS) project emerged in late 1985 as a multi-faceted partnership between private and public enterprises. Funded by the W. K. Kellogg Foundation, Battlecreek, MI, ICLIS is a four-year pilot project aimed at transforming rural community libraries into dynamic educational information centers.

The ICLIS Multistate Office, situated on the 400-acre Logan campus of Utah State University, provides the technology assessment and network development leadership to promote multi-state resource sharing. It coordinates the activities of the other state offices located on other campuses at Fort Collins, CO, Bozeman, MT, and Laramie, WY.

A total of eight Community Learning and Information Centers have started serving the rural communities of Vernal and Price in Utah, Meeker and Craig in Colorado, Hamilton and Libby in Montana, and Douglas and Rawlins in Wyoming.



ICLIS' MULTISTATE OFFICE IS LOCATED ON THE LOGAN CAMPUS OF UTAH STATE UNIVERSITY.

ICLIS

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Recognizing the Education and Information Requirements of Rural Communities

Education and access to information remain vitally important components for both urban and rural development. In rural intermountain communities, sparse populations, great distances, and, at times, forbidding weather complicate the delivery of education and information.

The goal of the Intermountain Community Learning and Information Services (ICLIS) project is improving and enhancing the education and information resources available to rural residents through their local libraries.

Microcomputers and telecommunications are central to the ICLIS strategy. Modern technology is helping to deliver educational offerings from the land-grant universities of Colorado, Montana, Utah, and Wyoming to remote locations. Great distances, state borders, and rugged terrain no longer are barriers to educational opportunity.

Local library learning and information centers linked to university libraries through IBM personal computers now aid students pursuing academic degrees. Community learning specialists electronically coordinate sharing of library resources in the four states and provide online access to commercial data previously not available in the community.

IBM personal computers at ICLIS remote sites offer rural residents a "window on the world" through which to pursue life-long learning and professional development without compromising their chosen lifestyles.

Stanford Cazier, president of Utah State University, sees the ICLIS project as a far-reaching initiative in the evolution of distance education. Beyond offering rural residents an opportunity for expanding their education through university outreach degree programs, ICLIS responds to a broader informational need. It addresses real up-to-the-minute problems individuals and businesses face in remote, often economically depressed, communities.

"We are trying to revitalize these rural libraries—transform them into something that they have never been," says Cazier. "Instead of just maintaining a limited hard-copy collection and a few periodicals, libraries—through ICLIS' learning and resource centers—can deliver a whole array of information."

STANFORD CAZIER IS PRESIDENT OF UTAH STATE UNIVERSITY.

To optimize its effectiveness, ICLIS adopted an approach extending beyond individual universities and the confines of state borders. "If Utah communities have this need," notes Cazier, "we can assume that similar conditions exist in other states around us. Wouldn't we be better leveraged if we networked and conducted a joint effort in the surrounding states?"

As ICLIS unfolded, John Snider, president of Colorado State University; William Tietz, president of Montana State University; and Roland Barden, president of the University of Wyoming, joined the ICLIS project management board chaired by Cazier.

A Focus on People Helping Themselves

Arlon Elser, program director for the W. K. Kellogg Foundation, describes one of the driving interests of the foundation as "motivating people to help themselves."

" 'We know so much better than we do.' " quotes Elser, "That is what W. K. Kellogg wrote. He wanted his money to apply knowledge and to solve problems."

In funding ICLIS, Elser says the W. K. Kellogg Foundation saw an opportunity to build upon two institutions nearly 125 years old—the community public library and the cooperative extension service of the land-grant universities. Rural libraries could benefit from an expanded concept of service—one which involved educating, counseling, and informing. And so with ICLIS, the concept of learning resource centers blossomed.

"There is a brokering function that these learning centers provide—largely made feasible by interactive microcomputers," says Elser. "Libraries can't afford to acquire everything, yet if they can access the information available somewhere else, and deliver it along with individual programs of instruction from the land-grant universities, the project will succeed and spread elsewhere."

A Focus on Resource Sharing

"The sharing of education and training programs and library and information resources among states and rural communities is a major thrust of the ICLIS project," according to Bryan R. Spykerman, multistate project manager.

"To accomplish this goal, ICLIS has completed several project objectives—the implementation of a computer network, the training of ICLIS community specialists in the use of computer and distance learning technologies, and training in the access of national informational databases," says Spykerman.

The ICLIS Multistate Office serves to coordinate efforts among the states and to provide support services to state leaders and ICLIS community specialists.

ARLON ELSER, (ABOVE) PROGRAM DIRECTOR FOR THE W. K. KELLOGG FOUNDATION, WHICH IS FUNDING THE FOUR-YEAR PROJECT, SEES ICLIS AS A SELF-HELP APPROACH INVOLVING COMMUNITY PUBLIC LIBRARIES AND COOPERATIVE EXTENSION SERVICES OF THE LAND-GRANT UNIVERSITIES.

BRYAN R. SPYKERMAN, ICLIS MULTISTATE PROJECT MANAGER, PERCEIVES THE SHARING OF INFORMATIONAL AND EDUCATIONAL RESOURCES AS A MAJOR RESPONSIBILITY.

GLENN WILDE, ASSOCIATE DEAN FOR EXTENSION AND LIFE-SPAN LEARNING AT UTAH STATE, CONDUCTS A WORKSHOP USING TELEPHONE LINKS TO CARRY VOICE AND DATA COMMUNICATIONS TO REMOTE ICLIS SITES.

Glenn Wilde, associate dean for extension and life-span learning at Utah State University, grew up in rural Utah where the nearest library was small and inadequate. "Other students from towns with larger libraries appeared better prepared and seemed smarter," recalls Wilde, ICLIS' principal investigator. "That's why I got involved with this program."

Wilde started formulating the ICLIS concept in 1976. At the time, he was developing an external degree program to deliver credit and non-credit courses to rural Utah. But adequate information resources to support such instruction were missing, so he started investigating the installation of telecommunications equipment at library sites.

Libraries, says Wilde, were an obvious choice for the ICLIS project. They were under utilized, had space, and could be renovated. Importantly, they were the first place people went for information.

A Three-Step Implementation Process

Two realizations prompted Wilde to broaden his concept: 50% of the people who went to local libraries didn't find the information they wanted; and it was not degree-seekers alone who needed information, but the entire community. "My ideas for ICLIS exploded at the time," recalls Wilde, who says the project evolved in three distinct phases.

"First we trained community specialists to use IBM personal computers as information tools, and to assess local needs for information," says Wilde. "We had to market those services to the local community to build support for, and awareness of, the local learning resource center."

Teaching local residents to use IBM personal computers became the second phase. "Not many rural individuals

knew much about computers," comments Wilde. "Similar to here at the university, we found that it was necessary to provide training to get the equipment used."

The final phase was delivering workshops, courses, and academic programs using the computing tools installed at each ICLIS site. Local residents now can receive instructional course work from the land-grant universities, or individual educational programs to help them perform their jobs better.

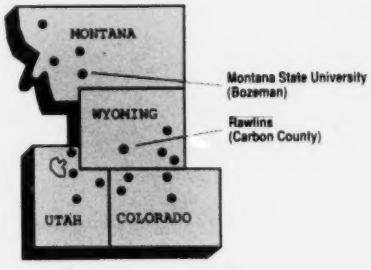
Beginning in fall 1987, Utah State started using the Optel Telewriter 3 PC System to deliver course work over telephone lines to IBM personal computers installed at ICLIS sites. With an image-capture board and an attached graphics tablet, an instructor can illustrate concepts and teach students at several remote sites.

"The software-based, interactive communications system can deliver electronic blackboard, microcomputer-generated images, and still-frames—frozen video images or pictures—one at a time. It is a one-way video and two-way audio channel that provides our instructors and students with point-to-multipoint interactivity on an IBM personal computer," explains Wilde. "Through it, we funnel educational programs to ICLIS sites."

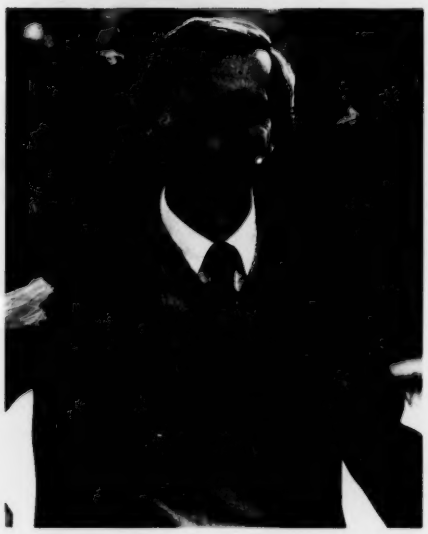
A Partnership With the State Library

Amy Owen, Utah's state librarian, considers the state library a full partner in ICLIS. From her first meeting with Wilde in 1978, Owen was keenly interested in the project. "The need to access information today is not confined to university campuses. A myth persists that rural America's information requirements are fairly simple. Nothing can be further from the truth."

ICLIS LOCATIONS—CARBON COUNTY WY PUBLIC LIBRARY (TOP) AND THE STRAND UNION BUILDING ON THE CAMPUS OF MONTANA STATE UNIVERSITY.



AMY OWEN, UTAH'S STATE LIBRARIAN, SAYS THAT LINKING WITH THE UNIVERSITIES THROUGH ICLIS HAS GIVEN THE LIBRARY AN EDUCATIONAL DIMENSION THAT STRENGTHENS ITS ROLE IN RURAL LIFE.



WYOMING ICLIS SPECIALISTS BILL VASEY OF RAWLINS AND NORA KINGREY OF DOUGLAS (ABOVE) UTILIZE COMPUTERS TO EXPAND LOCAL INFORMATION SOURCES. KEITH COTTAM, DIRECTOR OF THE UNIVERSITY OF WYOMING LIBRARIES, (LEFT) BELIEVES THAT THE PUBLIC LIBRARY IS A MAJOR SUPPORT FOR LIFELONG EDUCATION.

Owen recognized that a beneficial synergism could develop when an ICLIS site is placed inside a rural library. "The library is the local institution that serves community residents from the cradle to the grave," she observes. "By giving us an educational dimension, the university link complemented our interest in improving library services and a strong partnership emerged."

Utah's state library acts as a consultant to local community libraries. Through ICLIS, a full-time staff member acts as a liaison with other state libraries and orients and trains site coordinators. "If the coordinators identify citations that are not available locally, we assist them in retrieving that information from elsewhere in the United States," says Owen.

Rural Libraries: Key Partners in Lifelong Learning

Keith Cottam, Wyoming ICLIS state leader and director of the University of Wyoming Libraries, sees ICLIS as a project which is facilitating enhanced library and educational services for rural communities. "The project is based on a primary assumption that libraries, particularly rural libraries, should be key partners in the lifelong learning process," says Cottam.

Nora Kingrey, ICLIS community specialist in Douglas, WY, sees the project supporting residents' needs for education. "A local nurse attempted to get a Master's degree from the University of Wyoming, but was unable to complete her degree because travel to the institution would have been a hardship for her family. She then enrolled in an independent-study program at the University of Minnesota and has attributed her successful completion of the program to her access to information through the ICLIS library learning center," notes Kingrey.

Bill Vasey, ICLIS specialist in Rawlins, is working with local employers to conduct needed training and education programs via the ICLIS distance learning systems. "One of the primary needs in this energy-producing community is providing training in hazardous waste and safety regulations," says Vasey. In addition, he is offering courses in management, and computer training for managers in word processing and spreadsheets.

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RICHARD HAYCOCK, ASSOCIATE DEAN AT UTAH STATE UNIVERSITY AND CO-PRINCIPAL ICLIS INVESTIGATOR, WANTS ICLIS SITES TO BE OF ASSISTANCE TO THE UNEMPLOYED—FOR RETRAINING, FINDING WORK, AND COPING WITH RELOCATION.

A Center for Social and Economic Problem Solving

Richard Haycock, associate dean at Utah State University and the co-principal investigator of ICLIS, anticipates that each learning resource center will assume a greater share of each community's social and economic focus. It is a natural evolution, according to Haycock, simply because local communities will support ICLIS activities when the Kellogg pilot project ends.

"If we don't infuse new form and function into the library, it will die. People will find other ways to get information themselves," says Haycock.

"What happens to the farmer or miner now out of work? Where do the unemployed find information about new careers in a remote community? ICLIS sites in Utah can help the unemployed retrain, find work, and cope with relocation using an interactive, microcomputer-based program," says Haycock.

SIGI Plus* (System of Interactive Guidance and Information), an annually up-dated interactive computer program, can counsel and advise adults struggling through career changes. Colorado ICLIS sites opted for a similar program called Discover.†

To serve the growing needs of the state's rural residents, Utah State introduced an electronic distance-education system in 1984. Known as COM-NET, the system uses two-way audio teleconferencing, electronic blackboards,

* SIGI Plus is a trademark of Educational Testing Service (ETS)
† Discover is a trademark of American College Testing (ACT)

KEN MARKS, UTAH STATE UNIVERSITY LIBRARIAN, WANTS TO MAKE LIBRARY RESOURCES AVAILABLE TO REMOTE STUDENTS WHO NEED THEM FOR COURSE WORK.

STEVE NIELSEN, FISCAL OFFICER AT UTAH STATE 'S MERRILL LIBRARY, HAS ESTABLISHED AN ELECTRONIC BULLETIN BOARD TO GIVE REMOTE USERS BETTER ACCESS TO LIBRARY RESOURCES.

slow-scan video, fax machines, and VHS and audiocassette recorders to simultaneously teach students at 17 remote sites in rural Utah.

Since COM-NET started, enrollment has increased steadily to more than 780 during the fall 1987 quarter. Students may pursue eight upper-division Bachelor's and Master's degree programs. "For rural Utah, those statistics are impressive. Students come back to us, and they learn as well as if they were taught face-to-face," says Alan Seamons, COM-NET director.

Despite this progress, the quality difference between attending classes on or off campus remains a continuing concern among educators. One of the most critical differences, according to Ken Marks, Utah State University librarian and head of the Merrill Library learning resource center at Logan, is not having access to a research library. "Professors just assume the resources are available to remote students.

"Tapping into a major academic library provides an opportunity previously unavailable to a small community library," says Marks. "And being networked to remote communities enables us to creatively apply new technologies to effectively disseminate information."

Now remote users can browse through the Merrill Library catalog using IBM personal computers at ICLIS sites. Steve Nielsen, fiscal officer at the Merrill Library, operates an electronic bulletin board accessible 24 hours every day of the week. "Distance learners may place references on hold, ask questions, or list requested items," explains Nielsen.

Every evening, 80 to 90 messages from 14 different sites stream into Nielsen's microcomputer via modem. "We accomplish this for 13 cents a night. Had we opted for a mainframe approach, it would have required hard wiring and being online all the time," notes Nielsen.

To cut telephone costs, Nielsen is loading records of the library's audio/visual collection onto 15-megabyte Sysgen DuraPak* cartridges. The cartridges are updated

* Sysgen DuraPak is a trademark of Sysgen Inc.

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quarterly and mailed to each ICLIS site. "Remote users can review the collection and request specific material over the network," says Nielsen.

"Using an IBM personal computer for research and instruction is technology integration that will draw the library and the extension service closer together," says Marks. "If it becomes irrelevant to the user which function they are dealing with—if they just recognize ICLIS as an information source—then the project is a smashing success."

Promoting Inter-State Educational Cooperation

Charles Neidt, ICLIS' state leader for Colorado, and Preston Davis, director of instructional services at Colorado State University, anticipate playing an important role in the delivery of educational services through ICLIS. They are advancing satellite downlinks as a future integral part of each ICLIS site.

"We should be dropping courses into ICLIS sites electronically from satellites, and provide the wherewithal for sites to originate programming as well," says Neidt. "Eventually, through local cable companies and computer networks, programming could reach directly into community homes."

Davis concedes it is not yet economical to use satellites and transponders to reach a handful of sites. But as ICLIS spreads, and as programming activity increases, that will change.

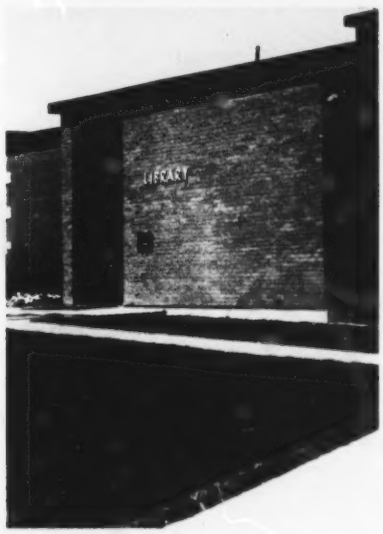
Funds already have been appropriated for a Colorado State University and University of Wyoming microwave link. The two universities also are collaborating on several credit courses and other cooperative educational ventures.

Today, Colorado State classes are reaching ICLIS sites through the State University Resources in Graduate Education (SURGE) program. "Live" classes taught in special audio/visual classrooms are videotaped and the tapes, along with lecture handouts, are shipped to remote educational sites. There, students view the professor's lecture, blackboard presentation, and hear the classroom discussion. "The distance-students receive the same classes that are taught on campus," says Davis. "Through ICLIS, SURGE can spread to many more rural intermountain communities."

CHARLES NEIDT, ICLIS' STATE LEADER FOR COLORADO, IS INVESTIGATING SATELLITE COMMUNICATION AS A WAY TO DELIVER EDUCATIONAL PROGRAMMING DIRECTLY TO COMMUNITY HOMES.

PRESTON DAVIS, DIRECTOR OF INSTRUCTIONAL DEVICES AT COLORADO STATE UNIVERSITY, OVERSEES VIDEOTAPING OF "LIVE" CLASSES FOR LATER SHOWING AT REMOTE EDUCATIONAL SITES.

ICLIS is at the Front Lines of Rural Information Dissemination



BRETT DEARMAN, ICLIS SPECIALIST, USES A COMPUTER-DRIVEN VIDEO PROJECTOR AND MICROCOMPUTER WORKSHOPS TO INTRODUCE BUSINESSMEN AND ADULT LEARNERS TO EDUCATIONAL OPPORTUNTIES AVAILABLE THROUGH THE ICLIS PROJECT. THE ICLIS SITE AT THE UINTAH COUNTY LIBRARY (LEFT) IN VERNAL, UT.

When asked where the Utah town of Vernal was, a Utah State professor hesitated, and then said: "Out where the dinosaurs lived."

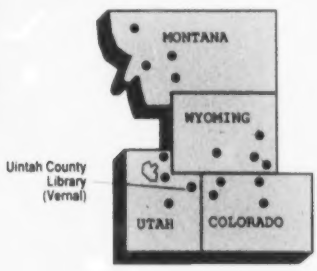
Vernal, a town of 6,000, does lie at the foot of the Dinosaur National Monument, hundreds of miles southeast of Utah State's Logan campus. Yet, ICLIS specialist Brett Dearman doesn't fear his town's remote location limits educational or informational opportunities.

The ICLIS site, located in the Uintah County Library, has a collection of public-domain software for its three IBM personal computers. Ongoing microcomputer workshops introduce new users to the resources. Dearman is setting up ICLIS sister sites at the local high school and at the Utah State Roosevelt extension facility several miles outside of Vernal.

Who are his customers? "It is a toss up between the businessmen and the adult learners going back to school," replies Dearman. "They come back for information. Not only do I provide answers, but I pitch the educational opportunities available through the system."

Teachers are among those most interested in continuing education, observes Dearman. "Vernal has had a struggle keeping teachers because it is difficult for them to maintain certification. The system will provide a variety of classes, and we may acquire more resources to offer several courses simultaneously."

Vernal has responded well to Dearman's ability to broker information. After searching the Medline* medical database, he warned residents of the danger when Chloridane, a pesticide, was misapplied in an office to kill termites. "There was no other way to find that information—the pertinent reference was less than a month old," says Dearman.



* Medline is a trademark of the National Library of Medicine

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Serving Some Needs in a Small Town

Ed Nickel is the coordinator of the ICLIS learning resource center in Meeker—a small town of less than 2,000 in western Colorado. The Fairfield Center, a community facility, houses the library, senior citizens' center, community-college outreach office, meeting rooms, and the ICLIS office.

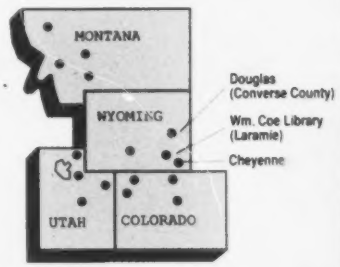
As is the case at other ICLIS sites, Meeker's microcomputer resources consist of three IBM personal computers—two with 20-megabyte (MB) hard disks; one with a 15 MB Sysgen cartridge. Two of the microcomputers are in the library, where Meeker residents use one for public access and the other for interlibrary loan requests and as a resident machine for the Discover career-counselling program.

Educational assistance is the most frequent request at the Meeker ICLIS site, according to Nickel. While some residents have inquired about PhD programs, most would simply like to complete work on college degrees. "We anticipate Discover will be used by residents to broaden their skills," he says. "The Meeker area was heavily dependent on energy businesses and now suffers from widespread unemployment in that sector."

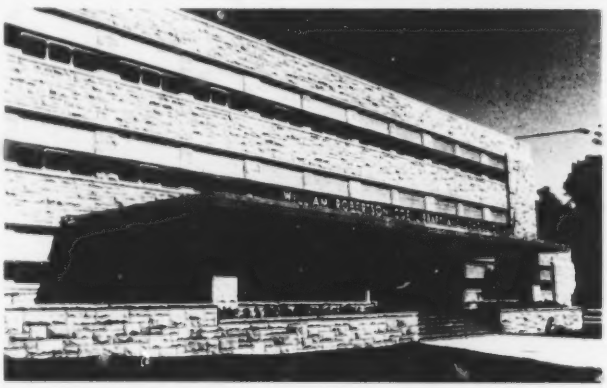
Although all present course offerings come from Colorado State, Nickel foresees participation by all four state universities. "They are working out agreements to transfer credits so a student could take an Utah State offering for credit at Colorado State and vice versa."

Helping residents in a small community like Meeker also means solving some very down-to-earth problems. "In our most ambitious project we are showing a local pastor how to maintain his parish mailing list on one of our IBM personal computers," reports Nickel.

Nickel's prowess in searching the Medline database helped a sheepherder save his lambs from a deadly virus. "The rancher's veterinarian made hundreds of dollars in phone calls, but came up with no answers," explains Nickel. "We searched online and retrieved 50 citations—one listed a successful vaccine. It was exactly the information he needed."



ICLIS SITES IN WYOMING INCLUDE THE CONVERSE COUNTY PUBLIC LIBRARY (ABOVE), THE STATE LIBRARY IN CHEYENNE (RIGHT), AND THE WILLIAM ROBERTSON COE LIBRARY AT THE UNIVERSITY OF WYOMING (BELOW).



NIKI MOTT, COORDINATOR OF THE ICLIS LEARNING RESOURCE CENTER IN CRAIG, HAS HAD HUNDREDS OF INQUIRIES ABOUT UNDERGRADUATE AND GRADUATE COURSES IN THIS ISOLATED INTERMOUNTAIN COMMUNITY IN NORTHWEST COLORADO.

A Multi-Faceted Source for Education and Information

Isolation, according to Niki Mott, coordinator of the ICLIS learning resource center in Craig, is one of the unique aspects of living in this town of 6,000 nestled amidst the rolling range of northwest Colorado. "You can go a few miles out of town, stand on a hill, and not see anything but open space," says Mott.

Educational opportunities are attracting customers to her ICLIS learning resource center. Already 360 potential students have inquired about undergraduate or graduate courses. "Many people with good jobs realize they can advance further with more education, while the unemployed feel they can market themselves better," explains Mott.

Gary Stubblefield, vice president of operations at Trapper Mine, and Dave VanSant, assistant superintendent of schools in Craig, provide two examples.

Stubblefield would like to earn a Master of Business Administration degree, which could open the door to a top management position at the coal mine where he is employed. "This site acts as a support center for my SURGE courses," explains Stubblefield. "Because I can interact with other students, or call the professor prior to the next lecture, I don't feel cut off from the rest of my class."

Dave VanSant is finishing his doctorate at the University of Colorado. Microcomputers at the learning resource center provide him with access to research resources that otherwise would only be available at the Boulder campus. "My professors didn't think I could conduct research from Craig," he says. "But with Mott's assistance, I searched all the academic libraries in Colorado and received all the references I requested."

Keli Stoddard has no immediate plans for further education, yet she regards the ICLIS center as a hedge against intellectual stagnation. Having moved to Craig from a more urban setting several years ago, she felt frustrated by the lack of educational opportunities to further her undergraduate chemistry education. "I need a place to express my interests," reflects Stoddard. "After raising my family, I would like to have a place where I can explore what new horizons might exist."

Stoddard's husband Jeff, a commercial illustrator who has designed much of the promotional material for the resource center, is using ICLIS' information retrieval capabilities to the town's advantage. He has formed a

COMMUNITY SPECIALIST NANSU RODDY OF HAMILTON, MT, LEADS A DISCUSSION OF COMMUNITY NEEDS WITH SPECIALIST KAREN LOCKE OF LIBBY AND MONTANA STATE LEADER ALAN GOODMAN.

committee to turn an abandoned railroad car into a town attraction. Mott helped him search a database for possible grants to fund its restoration.

Bob Richards, who owns a nursery in Craig, used ICLIS to advantage in his business. He questioned some of the advertising claims for a new synthetic polymer and did not want to recommend the product without first verifying the claims. Richards was amazed when Mott's microcomputer search retrieved 35 references to the polymer, revealing that the product was not all the manufacturer claimed.

"Finding that out before recommending the product to my customers was super," says Richards. "In this business, everyone with problems wants to talk to the nursery expert. To think that this type of information is readily available has been a real eye-opener for me."

Enhancing Rural Economic Development

ICLIS information services have been effectively used to assist rural entrepreneurs, strengthening rural economies. ICLIS Specialist Nansu Roddy in Hamilton, MT, has assisted several individuals at the grassroots level. "About a year ago a resident of Hamilton came to the ICLIS Learning and Information Center to seek marketing assistance for an ice cream business venture using passed-down recipes," explains Roddy. "We were able to get information using online resources to assist the development of this venture and, now a year later, the business is successful and growing."

Recently, Roddy was able to help a Hamilton resident prepare for a job interview. "Supplying product and profit information about the company was a key factor in this successful application," notes Roddy.

Al Goodman, ICLIS state leader for Montana and dean of extended studies at Montana State University, believes that cooperation among the land-grant universities, state libraries, and communities can promote a resource base to assist in the solution of rural problems. "Montanans confront huge geographical distances and a small population base. The use of distance education and informational technologies will allow us to aggregate populations of users to deliver needed educational/training programs and library resources from Montana and other participating ICLIS institutions."

LIBRARY

At the Learning Resource Center We have Some things For you...

We're here to help you:

Update your job skills
Write a report, or even a book
Create a business or personal mailing list
Discover what job or occupation is best for you
Get the latest information for research, writing projects, medical or business updates.
Find out where to go for grant money
Set up a budget for your business or home
Use our self-correcting electric typewriter
Create graphs or do calculations
Improve your job-hunting skills
Play computer games
Watch Videotapes

Have you always wanted to know more about computers but were afraid to ask? Come in and use our computer learning programs for a small charge. They'll help you get started at your own speed.

Ask about current educational opportunities, credit and non-credit, high school through college.

The Learning Resource Center in the Library

570 Green Street
in Craig
824 7550

Funded by the W.K. Kellogg Foundation

A PROMOTIONAL PIECE FOR THE CRAIG CENTER WAS DESIGNED BY JEFF STODDARD, A COMMERCIAL ILLUSTRATOR, WHO HAS USED ICLIS INFORMATION RESOURCES TO SEEK FUNDING FOR A COMMUNITY-BASED HISTORICAL INITIATIVE.

Glenn Wilde, principal investigator, thinks the ICLIS project will have a distinct effect on rural libraries and college instruction in the future. "Rural libraries will become more market oriented and evolve into community resources for economic growth and development," he says, "not just because of ICLIS, but in response to many new options that will follow.

"Campus professors have yet to embrace new technologies for distance learners," observes Wilde. "The new technology for delivering information and education also will benefit central campus teaching environments."

ICLIS will impact university administrative policies, says Charles Neidt, ICLIS state leader in Colorado. "We are just starting the paperwork necessary to offer an undergraduate degree without residency on a campus."

Kenneth Marks, Utah State University's librarian and head of the Merrill Library learning and resources center, anticipates that the system will be fully satellite driven by the end of the decade. "Satellite transmission won't eliminate other technologies, but it will add a totally new dimension to our operation," he says.

Steve Nielsen, fiscal officer who manages technical integration at the Merrill Library center, sees the current evolution of technology developments spilling beyond ICLIS sites and into rural homes. "By the turn of the century," he predicts, "everyone will be able to have satellite links, a microcomputer, and video recorder to receive and capture course work. Then you can live in a rural area yet remain in touch with the education and information resources at distant universities."

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8/88 Printed in USA GK21-0067-00

INTERMOUNTAIN COMMUNITY LEARNING AND INFORMATION SERVICES

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FACT SHEET

Project Mission

To improve the development and delivery of educational and informational services to rural communities through the effective and efficient applications of distance learning technologies. The Intermountain Community Learning and Information Services project demonstrates new methods to provide educational and informational services and resources through Community Learning and Information Centers located in local public libraries. The rural public library is an existing, locally-supported resource which through ICLIS developmental processes, networking and resource delivery becomes an information and education utility to serve the whole community.

Project Objectives

- To deliver new educational and informational services to rural communities to meet identified needs of local residents.
- To develop and/or acquire educational and informational resources and services which are shared among institutions and rural Community Learning and Information Centers.
- To train Community Learning and Information Specialists within local libraries in the use and applications of informational and distance education technologies.
- To strengthen the support for rural education and development among public and private sector institutions, providing support for rural revitalization.
- To increase private sector partnerships to support education and increase economic opportunity in rural communities.

Supported by a Grant from the W. K. Kellogg Foundation
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COLORADO • MONTANA • UTAH • WYOMING

Methods for Achieving Objectives

- Continuous assessment of rural needs for education, training and informational services.
- Utilization of computer-assisted access to information, improved interlibrary loan and local collections development as a support to community resource development.
- Application of compatible and affordable distance educational technologies permitting the development and sharing of faculty, credit courses and training programs between institutions and communities.
- Training of Community Learning and Information Specialists and other rural library personnel to use the technologies, to access external informational sources, and to make the public aware of the new services for problem-solving or learning, whether self-directed or formal.
- Developing partnerships with public and private educational support groups, vendors of technologies and educational services to utilize the networking systems and distance learning technologies in support of rural services.

Results

The cooperative development of the network of rural Community Learning and Information Centers throughout the Intermountain States will provide a critical resource for rural revitalization, providing expanded access to problem-solving informational resources and a network for the delivery of educational and training programs to meet the challenges and demands of rural publics. The project further strengthens the cooperation among Land Grant universities, State Libraries and community libraries and the private sector to strengthen and share the resource support to meet rural needs.

Funding

The W. K. Kellogg Foundation awarded $2.9 million to develop the ICLIS project in eight communities in four Intermountain states--Colorado, Montana, Utah and Wyoming. The four-year funding supports salaries for Community Learning and Information Specialists, personnel support at Land Grant universities and State Libraries, technology acquisition, and program support for state and multi-state delivery. An ICLIS multi-state coordinating office is located at Utah State University.

W. K. Kellogg Program Officer: Dr. Arlon E. Elser

Corporate Developmental Partnership

IBM is a corporate partner in the development of the ICLIS project, providing ICLIS significant discounts on IBM technologies and personnel support for continued planning and development of the ICLIS services and networking.

IBM Representative: Esther Hunter, IBM Salt Lake City Branch

Current ICLIS Services

- Community Learning and Information Training Program
- Database Searching Access, Interlibrary Loan through Multi-state Contracting with the Bibliographic Center for Research (BCR)
- Multi-state Technologies and Software Contracting and Support, including DIALOG Data Services and SYSGEN Technologies
- SIGI-Plus and DISCOVER Programs for Adult Educational Counseling
- ICLIS Electronic Mail, Bulletin Board and Document Delivery Services
- Public Access Computers and Software, including WordPerfect, Lotus 123 and public domain educational software
- Educational Courses and Programming, including self-study videotapes, Adult Literacy Services, and interactive, live courses
- ICLIS Consultation, Development and Planning Support, Technical Application

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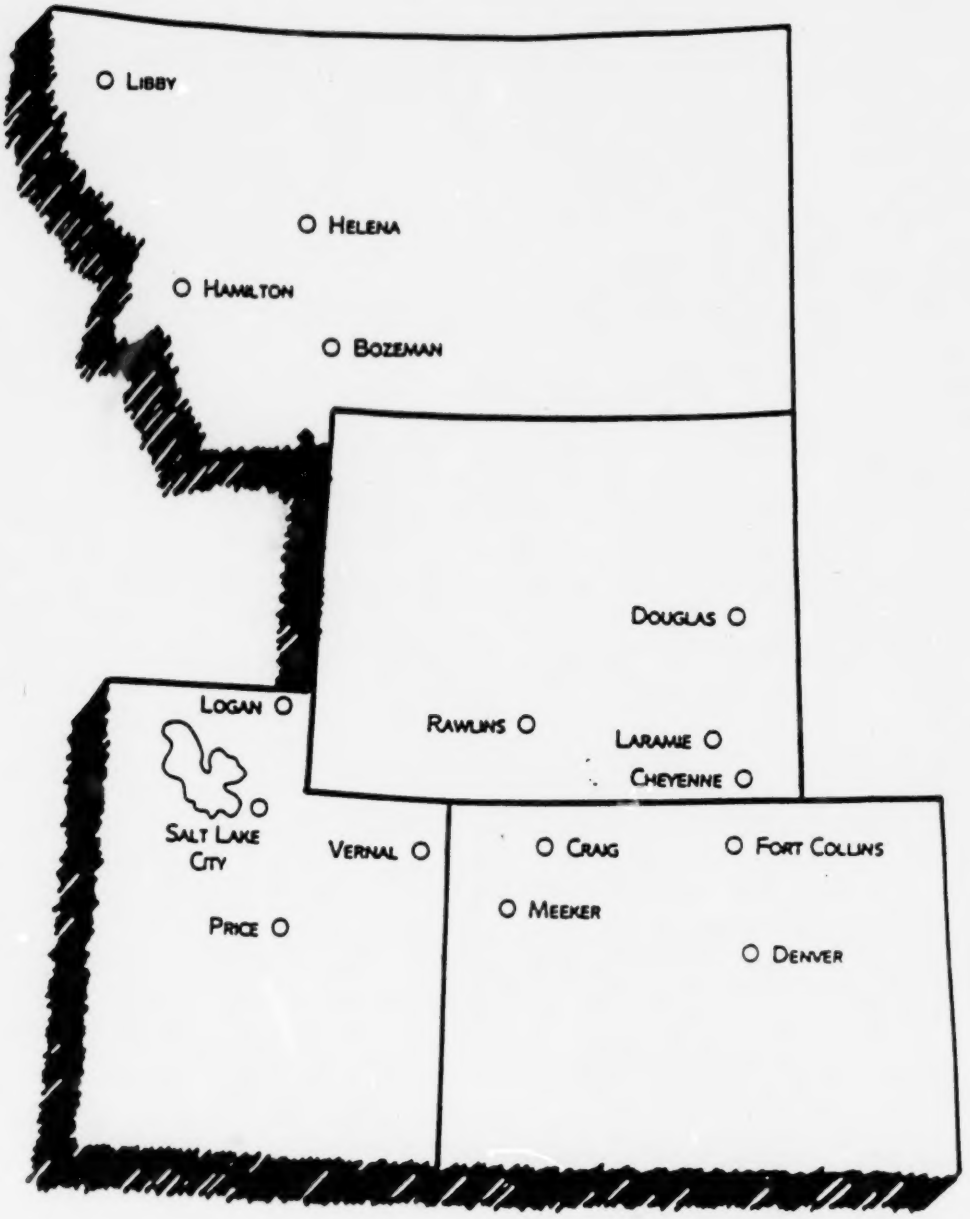
ICLIS Network



Community Interest Inventory

WRDC 80/81 USU001

_____
(Name of Community)

Instructions: This instrument is not designed to give "scientific survey" results for any community among the participating states: rather, it is designed to allow community information and suggestions coming from a broad-based community constituency. In this community constituency, we suggest that the following groups be specifically invited to respond: (a) city and county government leaders: (b) government employees (Extension, BLM, state): (c) school administrators and teachers; (d) professionals (doctors, lawyers, etc); (e) business/technical (industrial, union leaders, etc.); (f) agricultural interests (farmers, ranchers, processors, etc.); (g) librarians and library boards; (h) general and other constituencies fitting local circumstances.

This information is to be used to better facilitate planning and coordination among community, state and university personnel, and the results of this inventory will be shared in efforts to cooperatively respond to identified needs.

Part I: Utilization of Available Resources

1. During this past year, have you needed information (books, articles, pamphlets) which was related to improvement or understanding regarding employment, profession or elected office:

   1. Yes ☐
   2. No ☐

(If the answer was yes, continue to answer questions 2-3; if no, skip to question 5)

2. Where did you go to find information in the community? (Mark all appropriate responses)

1. Community Library ☐
2. Local School ☐
3. County Extension Office ☐
4. County Health Agency ☐
5. State or County Bookmobile Service ☐
6. Federal or State Government Offices ☐
7. Sent for information ☐
8. _____ (other, please identify)

3. Were you able to find and obtain the information needed:

   1. Yes ☐
   2. Some ☐
   3. No ☐

4. If yes to question 3, where did you find the information? Was it necessary to leave the community? _____ yes ☐ no ☐

5. Have you enrolled in any educational activity in the past year? (By educational activity, it means any organized class, individual instructional program, which is designed to improve your skills or practices, your knowledge, or your understandings.)

   1. Yes ☐
   2. No ☐

(If yes, answer questions 6-8; if you responded no, skip to question 9)

6. In these "educational activities" you participated in, who sponsored them? (check all appropriate boxes)

   1. College/University ☐
   2. Local School District/Community Schools ☐
   3. State and Local Extension Services (Land Grant Universities) ☐
   4. Professional Organization (medical, educational, etc) Unions ☐
   5. Private Organizations ☐
   6. Governmental Agencies (federal, state or local) ☐

7. How was the "educational activity or activities" presented that you enrolled or participated in? (check all appropriate boxes)

   1. Teacher-Instructed Course (includes demonstrations) ☐
   2. Home or Independent Study (books, assignments) ☐
   3. Short-term Workshops ☐
   4. Conference or Professinal Meeting ☐
   5. Television, Video-tape, Telephone Lecture (telelecture) ☐
   6. On the Job, Inservice Training ☐
   7. _____ (other, please explain)

8. What were the reasons you enrolled in the educational activities? (check all appropriate responses)

   1. Personal Interests (reasons of self-improvement, fulfillment, personal satisfaction). ☐
   2. Certification; Recertification; Licensing Requirements ☐
   3. Improvement of Professiona or Vocational Skills (employment advancement) ☐
   4. High School Graduation ☐
   5. College Degree Requirements ☐
   6. Improvement of Business Practices (acquisition of management skills) ☐
   7. _____ (other, please explain)

Part II: Strengthening Local Informational Resources: This section allows you to respond to what new informational resources you believe to be desirable and needed for your community. Check the boxes applicable to your responses:

9. Agricultural Information: How do you rate the informational services related to the following topics:

	Exc	Good	Fair	Poor	Dont Know
a. crop and animal production methods	☐	☐	☐	☐	☐
b. agricultural marketing practices	☐	☐	☐	☐	☐
c. farm and ranch safety	☐	☐	☐	☐	☐
d. farm and ranch energy efficiency	☐	☐	☐	☐	☐
e. pesticides/chemicals	☐	☐	☐	☐	☐
f. horticulture					
g. nutrition (improvement of dietary practices)	☐	☐	☐	☐	☐
h. management practices to increase profits	☐	☐	☐	☐	☐
i. _____ other, (please specify concerns)					

10. Family Health/Medical

	Exc	Good	Fair	Poor	Dont Know
a. professional medical personnel for patient diagnosis	☐	☐	☐	☐	☐
b. family health information	☐	☐	☐	☐	☐
c. dietary and medical related nutrirional/ medical problems	☐	☐	☐	☐	☐
d. drug related (for pharmacists, doctors, general public	☐	☐	☐	☐	☐
e. _____ (other, specify)					

11. Community Planning/Development Information:

	Exc	Good	Fair	Poor	Don't Know
a. studies of growth related development from similar regions	☐	☐	☐	☐	☐
b. population growth and development and solutions to impact on community services	☐	☐	☐	☐	☐
c. services (roads fire, library, cultural)	☐	☐	☐	☐	☐
d. city and regional planning	☐	☐	☐	☐	☐

12. Information Concerning Energy Development and Conservation:

	Exc	Good	Fair	Poor	Don't Know
a. home and business energy conservation practices	☐	☐	☐	☐	☐
b. alternative energy sources, including solar, best exchangers, wind power, among other resources	☐	☐	☐	☐	☐
c. passive and active solar systems for home and business use	☐	☐	☐	☐	☐
d. decision-making for energy-impacted communities	☐	☐	☐	☐	☐
e. agricultural energy use	☐	☐	☐	☐	☐
f. _____ (other, specify)					

13. Information for Small Business:

	Exc	Good	Fair	Poor	Don't Know
a. managing developing business	☐	☐	☐	☐	☐
b. financing and developing small business	☐	☐	☐	☐	☐
c. marketing techniques	☐	☐	☐	☐	☐
d. accounting practices	☐	☐	☐	☐	☐
e. _____ (other, specify)					

14. Information for Quality Family Life:

	Exc	Good	Fair	Poor	Don't Know
a. drug abuse, delinquency amoug young people	☐	☐	☐	☐	☐
b. working with exceptional and handicapped children	☐	☐	☐	☐	☐
c. improving parenting	☐	☐	☐	☐	☐
d. family finance/ budgeting	☐	☐	☐	☐	☐
e. family housing: residential design and interiors	☐	☐	☐	☐	☐
f. early childhood and adolescent education	☐	☐	☐	☐	☐
g. family nutrition	☐	☐	☐	☐	☐

15. Information About Laws and Law Enforcement

	Exc	Good	Fair	Poor	Don't Know
a. professional information for lawyers (case reports abstracts)	☐	☐	☐	☐	☐
b. general law information for pulbic, such as wills, probate tax laws, etc.	☐	☐	☐	☐	☐
c. information related to law enforcement and public laws	☐	☐	☐	☐	☐
d. federal and state regulations related to land policies, planning and zoning, commerce, etc.	☐	☐	☐	☐	☐

16. Information Related to General Interests/ College Degrees

	Exc	Good	Fair	Poor	Don't Know
a. history, government and literature	☐	☐	☐	☐	☐
b. arts and crafts	☐	☐	☐	☐	☐
c. social and economic	☐	☐	☐	☐	☐
d. other, please specify	☐	☐	☐	☐	☐

Part III: Educational and Training Assessment: This section addresses your perceived needs or desires for educational or training programs which could be available through a Community Learning Center. Although we wish to evaluate general areas, we invite you to write in specific educational or training program suggesstions. (You might refer to Part II on information to suggest interest focuses. We also recognize that some areas do not relate to your vocation or interests, but the information gathered will related to a broad cross-section of your local community).

How do you perceive the current educational or training programs in your community?

17. Agricultural Education and Training, Suggested Programs: Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

a.
b.
c.
d.

18. Medical Educational and/or Training, Suggested Prog: Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

a.
b.
c.
d.

19. Community Planning Development Training, Suggested Programs: Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

a.
b.
c.
d.

20. Small Business, Business & Industry, Suggested programs: Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

a.
b.
c.
d.

21. Family and Human Development, Suggested Programs: Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

a.
b.
c.
d.

22. Legal and Law Enforcement, Health & Safety, Suggested Programs: Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

a.
b.
c.
d.

23. General Interest Programs, including College and University Credit Programs, Non-Credit Programs, In-service Training Programs, Suggested Programs: Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

a.
b.
c.
d.

Part IV: General Community Perceptions: How would you rate the following human and cultural enrichment conditions in your community:

24. Library Services Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

25. Opportunities for cultural activities in music, drama, art, etc. Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

26. Interesting and useful activities for retired people Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

27. Overall quality of educational opportunities Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

28. Utilization of school facilities for community programs such as recreation, meetings and civic activities Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

29. Help for persons who need advice and guidance in solving human relationship problems Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

30. Local newpapers/ radio; Do they keep the citizens well informed about community projects, problems, etc Exc ☐ Good ☐ Fair ☐ Poor ☐ Don't Know ☐

Part V: Personal Data About Yourself:

1. Are you male ☐ female ☐

2. What is your present age _____

3. Do you expect to be living in this community 5 years from now?
yes ☐ no ☐ don't know ☐

4. How many years have you lived in this community?
_____years all my life ☐

Survey Instrument

5. Are you buying, renting or do you own your home?
   buying ☐ renting ☐ own ☐

6. What is the occupation of the principal wage earner of the family?

   business person or managerial ☐
   white collar (store clerk, secretarial, etc. ☐
   blue collar (truck driver, labor etc.) ☐
   agriculture (farmer, rancher) ☐
   professional (lawyer, teacher, doctor, etc.) ☐
   student ☐
   homemaker ☐
   retired ☐
   other, please specify _____

7. What is your educational status?

   below high school ☐
   high school ☐
   some college/technical school ☐
   college associate degree ☐
   college bachelor's ☐
   work or degree beyond bachelors ☐

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